# A N N U A L  R E P O R T S

1955 - 1956

NEW JERSEY STATE TEACHERS COLLEGE

AT MONTCLAIR

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## Introduction

This academic year has been an active one on many fronts. The current building program nears completion. The search for and appointment of new faculty members has been intensified to meet a growing and more diversified student-body. Fund-raising for the memorial organ has been carried on with encouraging success. There is a growing appreciation for the college in the surrounding communities and an increasing number of candidates seeking admission.

## Curriculum Study

Members of the college staff including faculty and administration were active during the entire year in the State-wide curriculum-revision study. This study, combined with the further implementation of the new curriculums of Fine Arts, Industrial Arts, Home Economics and Secretarial Studies, has meant a continuing activity in curriculum and instructional matters.

The Montclair curriculum, traditionally strong in subject-matter, will probably not undergo any serious revision as a result of this curriculum study. In some subject areas it is obvious that four years is not sufficient time to prepare the undergraduate for high school teaching.

A further analysis of the developments in the field of curriculum will be found in the report of the Dean of Instruction.

## New Facilities

In January, 1956 the new Food Service Building was officially opened. This excellent building will add greatly to the life of the college. Designed to serve a variety of functions, this new edifice will undoubtedly become the heart of campus life.

The addition of new buildings with increased enrollments raises a number of serious questions. Adequate maintenance help must be forth-coming, bolstered by budgetary provision for maintenance and repairs, if these fine new structures are to be adequately serviced.

As the number of service personnel increases it is imperative that some of the existing supervisory positions on the campus be up-graded. It is basically unfair to multiply the responsibilities a person carries and not recognize this through improved status.

New Jersey State Teachers College at Montclair

Report of the President

Academic Year
1955 - 1956

Introduction

This academic year has been an active one on many fronts. The current building program nears completion. The search for and appointment of new faculty members has been influential in such a growing and more diversified student-body. Fund-raising for the memorial wing has been carried on with encouraging success. There is a growing appreciation for the college in the surrounding communities and an increasing quality of candidates seeking admission.

Curriculum Study

Leaders of the college staff including faculty and administration were active during the entire year in the three-fold curriculum-revision study. This study, concerned with the further implementation of the new curriculum of Fine Arts, Industrial Arts, Home Economics and Elementary Education, has meant a continuing activity in curriculum and instructional matters.

The immediate curriculum, traditionally strong in subject-matter, will probably not undergo any serious revisions as a result of this curriculum study. In some subject areas it is obvious that four years is not sufficient time to prepare the undergraduate for high school teaching.

A further analysis of the developments in the field of curriculum will be found in the report of the Dean of Instruction.

New Facilities

In January, 1956 the new Food Service Building was officially opened. This excellent building will add greatly to the life of the college. Designed to serve a variety of functions, this new edifice will undoubtedly become the heart of campus life.

The addition of new buildings with increased enrollments raises a number of serious questions. Adequate maintenance, high staff by fund-raising, balance by budgetary provision for maintenance and repairs, if these new structures are to be adequately serviced.

As the number of service personnel increases it is imperative that some of the existing supervisory positions on the campus be re-graded. It is basically unfair to multiply the responsibilities a person carries and not recognize this through improved status.

Parking and campus traffic are becoming an increasing problem to the college administration. This particular problem can be met only by additional parking space and administrative personnel to enforce rules. It is wasteful to devote top administrative time to this problem once policy decisions have been made.

Graduate Division

Considerable progress in the graduate program of the college has been noted during this academic year. Working with inadequate financial support from the State, the success of this program can be attributed largely to the devotion of the faculty and administrative staff.

Standards of instruction and admission have been improved during the year as the number of candidates for matriculation in the Graduate Division has increased.

The Committee on Research Publications in this division has published the first bulletin under the title of Research Abstracts. This publication contains summaries of research projects completed by graduate students.

The candidates for the Master's degree continue to come from a wide number of colleges indicating the broad service that Montclair is rendering in the preparation of teachers.

Memorial Organ

The Memorial Organ which is to be installed in the new auditorium is being purchased with private funds. Faculty, students, alumni and friends of the college have cooperated in the campaign to raise these funds. Of the approximately $50,000 total cost of the organ $14,000 had been raised by January, 1956. There was another $6,000 in pledges yet to be paid leaving a balance of $30,000.

The Memorial Organ Committee has plans for further fund-raising during the coming months.

Faculty-Student Cooperative

In June, 1955 incorporation papers for the Faculty-Student Cooperative on the Montclair campus were filed with the Secretary of State. This organization fills a growing need for a legally constituted body to control various activities on campus that involve income and expenditures not covered in state appropriations.

The structure of this organization was determined after a careful study of such organizations on other campuses.

Respectfully submitted,

E. DeAlton Partridge

E. DeAlton Partridge,
President

EDP:fev

Parking and campus traffic are becoming an increasing problem to the college administration. This particular problem can be met only by adequate paved parking areas and administrative personnel to enforce rules. It is essential to devote top administrative time to this problem once policy decisions have been made.

Upward Listing

No noticeable progress in the upward progress of the college has been made during this academic year. Working with inadequate financial support from the Board, the success of this program can be attributed largely to the devotion of the faculty and administrative staff.

Standards of instruction and admission have been improved during the year as the number of candidates for matriculation in the Associate Division has increased.

The decisions on Research Publications in this division has published the first bulletin under the title of Research Abstracts. This publication contains summaries of research projects completed by faculty members.

The committee for the Junior College Service Institute has made good progress in outlining the good service that Montclair is rendering in the preparation of teachers.

General Comments

The Extended Day Program which is to be inaugurated in the new auditorium is being questioned with certain fears. Faculty, students, alumni and friends of the college have cooperated in the campaign to raise these funds. Of the approximately $50,000 total cost of the program $16,000 has been raised by January, 1956. There was another $6,000 in pledges yet to be paid leaving a balance of $27,000.

The General Open Committee has plans for further fund-raising during the coming months.

Faculty-Student Conferences

In June, 1955 preparation papers for the Faculty-Student Conferences on the Institute campus were filed with the Secretary of State. This organization files a crucial need for a faculty committee body to control student activities on campus and involve some and regulations not in conflict with state appropriations.

The structure of this organization was determined after a careful study of some organizations on other campuses.

Respectfully submitted,

E. Pauline Fairchild,
President

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# 1955-1956 FACULTY AND STAFF CHANGES

## Faculty Appointments

### New Department Heads

Dr. Lillian Calcia - Professor and Chairman of Fine Arts Department

Dr. Carl Frankson - Professor and Chairman of Industrial Arts Department

Dr. M. Herbert Freeman - Professor and Chairman of Business Education Department

Dr. Katharine B. Hall - Associate Professor and Chairman of Home Economics Department, appointed to Full-Time position for 1955-56 and permanently thereafter.

### Other New Faculty Members

| | |
|---|---|
| Dr. Thomas J. Beary | Instructor, Part-Time, of English |
| Mr. Benton Cummings | Assistant Professor of Education and Director of the New Jersey State School of Conservation |
| Mrs. Patricia Hull deGravalos | Instructor of Spanish |
| Dr. Seymour Fersh | Instructor of Social Studies |
| Mr. Irwin Gawley, Jr. | Instructor of Science |
| Miss Myra Ann Herberman | Instructor of Speech |
| Mrs. Helene S. Ross | Instructor of Fine Arts, Part-Time |
| Mr. John A. Schumaker | Assistant Professor of Mathematics |
| Mrs. Mildred D. Shore | Substitute Instructor, Business Education, appointed Oct. 7, 1955 for one year to replace Mr. U. Neuner who transferred to Jersey City State Teachers College. |

### Faculty Members on Leave of Absence

| | |
|---|---|
| Dr. Mowat G. Fraser | Professor and Head of the Education Department, serving as Educational advisor in Korea |

### Faculty Members Returned from Leave of Absence

| | |
|---|---|
| Mr. Edward J. Ambry | Reclassified as Director, Grade III, Part-Time, Extension & Summer Session Division |
| Mr. Paul C. Clifford | Associate Professor of Mathematics |
| Mrs. Mathilda S. Knecht | Instructor of Modern Languages and Linguistics, promoted effective Feb. 1, 1956 to Assistant Professor |

## Staff Appointments on Dates Indicated

| | |
|---|---|
| Mrs. Helen Barker | Senior Clerk Bookkeeper in Business Office - April 16, 1956. |
| Miss Frances Bottazi | Clerk Bookkeeper in Business Office, Sept. 6, 1955. |
| Miss Bernice Bucceri | Clerk Bookkeeper in Business Office, April 2, 1956. |
| Mrs. Ina B. Conover | Clerk Stenographer, Placement Office, Jan. 3, 1956. |
| Mrs. Minnie Geoghan | Dining Room Supervisor, Sept. 16, 1955. |
| Miss Helen Meury | College Receptionist and Switchboard Operator (Civil Service rating of Clerk Typist), Feb. 16, 1956. |
| Mrs. Frances R. Smith | Senior Clerk Stenographer, Registrar's Office, April 9, 1956. |
| Mrs. Frances C. Steiner | Senior Clerk Stenographer, Registrar's Office, March 12, 1956, having served most of January and February, 1956 as substitute Senior Clerk Bookkeeper. |
| Miss Dolores D. Williams | Clerk Typist, Library Catalog Typist, Sept. 12, 1955 |

## Faculty Appointments

### New Department Heads

Dr. Lillian Gerin - Professor and Chairman of Fine Arts Department.

Dr. Earl Freeman - Professor and Chairman of Economics and Commerce Department

Dr. G. Richard Freeman - Professor and Chairman of Business Education Department

Dr. Raymond E. Hall - Associate Professor and Chairman of Home Economics Department, promoted to Full-Time position for 1955-56 and permanently thereafter.

### Other New Faculty Members

Dr. Thomas G. Mabry — Instructor, Part-Time of Sociology
Mr. Gordon Manning — Assistant Professor of Education and Director of the Laboratory School, Title School of Education

Mrs. Patricia Hull Abravalos — Instructor of Spanish
Dr. Seymour Fersh — Instructor of Social Studies
Mr. Irvin Dawley, Jr. — Instructor of Science
Miss Myra Ann Herbersman — Instructor of Speech
Mrs. Helene S. Ross — Instructor of Fine Arts, Part-Time
Mr. John A. Schumacher — Assistant Professor of Mathematics
Mr. Milford O. Shore — Substitute Instructor, Business Education, beginning Oct. 7, 1955 for one year to replace Mr. R. Weaver who transferred to Illinois State Normal University.

### Faculty Members on Leave of Absence

Mr. Lowell G. Fraser — Professor and Head of the Education Department, serving as Educational Advisor in Korea

### Faculty Members Returned from Leave of Absence

Mr. Howard C. Mabry — Reclassified as Director, Grade III. Part-Time. Extension & Summer Session Division

Dr. Paul O. Gifford — Associate Professor of Mathematics

Mrs. Matilda S. Vogeli — Instructor of Modern Languages and Linguistics, promoted effective Sep. 1, 1954 to Assistant Professor

### Staff Appointments on Merit Individual

April 15,

Mrs. Helen Barker — Senior Clerk bookkeeper in Business Office - 1956.
Miss Frances Bottral — Clerk bookkeeper in Business Office, Sept. 6, 1955.
Miss Bernice Ducorti — Clerk bookkeeper in Business Office, April 2, 1956.
Mrs. Ina B. Grover — Clerk stenographer, Placement Office, Jan. 3, 1956.
Mrs. Minnie Gorham — Typing Room Supervisor, Sept. 16, 1955.
Miss Helen Henry — College Receptionist and Switchboard Operator (Civil Service rating of Clerk Typist), Sept. 16, 1955.
Mrs. Frances G. Smith — Senior Clerk Stenographer, Registrar's Office, April 9, 1955.
Mrs. Frances O. Steiner — Senior Clerk Stenographer, Registrar's Office, Dec. 12, 1955, having served some of January and February, 1955 as substitute Senior Clerk bookkeeper.
Miss Dolores O. Williams — Clerk Typist, Library Typing Pool, Sept. 12, 1955

# 1955-1956 FACULTY AND STAFF CHANGES
(Continued)

**Faculty Retirements**

| | |
|---|---|
| Miss Elizabeth S. Favor, August 31, 1956 | Assistant in Graduate Personnel (Registrar, Part-Time, Extension & Summer Session Division), Instructor |
| Dr. Elwyn C. Gage, June 30, 1956 | Professor and Chairman of Social Studies Department |
| Dr. W. Scott Smith, April 30, 1956 | Professor of Education and Acting Chairman of the Department, Director of Student Teaching & Placement |

**Faculty Resignations**, as of June 30, 1956 unless otherwise noted.

| | |
|---|---|
| Mr. Thomas J. Beary | Instructor, Part-Time, of English |
| Mrs. Patricia Hull deGravalos | Instructor of Spanish |
| Miss Myra A. Herberman | Instructor of Speech |
| Mrs. Phyllis Warren Lawrence | Assistant to Director, College High School, and Assistant Instructor, Physical Education for Girls. |
| Miss D. Irene Pennington (Mrs. Charles Reifsnyder) | Instructor of English |
| Mrs. Mildred D. Shore | Substitute Instructor, Business Education |
| Mr. Robert F. Steinhart | Instructor, Mathematics |

**Staff Resignations**

| | |
|---|---|
| Mrs. Agatina Bellofatto, August 31, 1956. | Secretary to the Dean of Women - Sr. Clerk Stenographer. (Mrs. Bellofatto was on Maternity Leave 1955-56). |
| Miss Frances Bottazzi, April 16, 1956. | Clerk Bookkeeper in Business Office. |
| Mrs. Ina B. Conover, July 15, 1956. | Clerk Stenographer, Placement Office. |
| Miss Clare Durst, Sept. 2, 1955. | Senior Clerk Bookkeeper, Business Office. |
| Miss Mary Insinna, Feb. 8, 1956. | Senior Clerk Stenographer, Teaching Aids (Audio-Visual) and Field Studies Office. |
| Mrs. Louise S. Nielsen, May 28, 1956, following sick leave from March 1. | Senior Clerk Stenographer, Registrar's Office. |
| Mrs. Lois Roetman Rosiello, April 30, 1956. | Senior Clerk Bookkeeper, Business Office. |
| Miss Rose Marie Stotz, Sept. 15, 1955. | Dining Room Supervisor. |

| | |
|---|---|
| **Faculty retirements** | |
| Miss Elizabeth S. Lavor, August 31, 1956 | Assistant in Graduate Personnel (Registrar, Admissions, Scholarships & Counsel Division), Institute |
| Dr. Elgin G. Hage, June 30, 1956 | Professor and Chairman of Social Studies Department |
| Dr. W. Scott Smith, April 30, 1956 | Professor of Recreation and Acting Chairman of the Department, Director of Student Teaching & Placement |
| **Faculty resignations**, as of June 30, 1956 unless otherwise noted. | |
| Mr. Thomas G. Berry | Instructor, Math-Sci., of English |
| Mrs. Patricia Hall Galvaldos | Instructor of German |
| Miss Myra A. Herbrman | Instructor of Spanish |
| Mrs. Phyllis Karen Lawrence | Assistant to Director, College High School, and Assistant Instructor, Physical Education for Girls. |
| Miss M. Irene Pennington | Instructor of English |
| (Mrs. Charles Reifsnyder) Mrs. Milfred D. Sayre | Substitute Instructor, Business Education |
| Mr. Robert J. Steinhart | Instructor, Mathematics |
| **Staff resignations** | |
| Mrs. Martha Pellicotto, August 31, 1956. | Secretary to the Dean of Women - Mr. Harry Stevens (Mrs. Mrs. Mullarkey was on Maternity Leave 1955-56). |
| Miss Frances Ho Wanzi, April 16, 1956. | Clerk Bookkeeper in Business Office. |
| Mrs. Ina H. Conover, July 15, 1956. | Clerk Stenographer, Placement Office. |
| Miss Clare Durst, Sept. 2, 1956. | Senior Clerk Bookkeeper, Business Office. |
| Miss Mary Iwaine, Feb. 8, 1956. | Senior Clerk Stenographer, Teaching Aids (Audio-Visual) and Field Trends Office. |
| Mrs. Louise V. Hallen, May 28, 1956, following sick leave from March 1. | Senior Clerk Stenographer, Registrar's Office. |
| Mrs. Doris Bostwick Hoskyns, April 30, 1956. | Senior Clerk Bookkeeper, Business Office. |
| Miss Rose Marie Stotz, Sept. 15, 1955. | Dining Room Supervisor. |

# FULL TIME FACULTY 1955-1956

## ACADEMIC STATUS OF FACULTY OVER FIVE YEAR PERIOD

Fall Semester

| Degree | 1951-1952 | | 1952-1953 | | 1953-1954 | | 1954-1955 | | 1955-1956 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Doctor's degree or Equiv. Preparation | 43 | 54% | 43 | 49% | 44 | 51% | 46 | 53% | 37 | 39% |
| 60 Semester-Hours of Graduate Study | 22 | 28% | 27 | 31% | 30 | 35% | 27 | 31% | 43 | 46% |
| Master's Degree or Equiv. Preparation | 13 | 16% | 14 | 16% | 9 | 10% | 10 | 11% | 11 | 12% |
| Bachelor's degree | 1 | 1% | 2 | 2% | 2 | 2% | 3 | 3% | 2 | 2% |
| M.D. degree | 1 | 1% | 1 | 1% | 1 | 1% | 1 | 1% | 1 | 1% |
| Totals | 80 | 100% | 87 | 99% | 86 * | 99% | 87 | 99% | 94 | 100% |

The President, Dean of Instruction, & Part-Time Division Director are included above.

NOTE: * In 1953-54 substitutes rather than regular faculty members on leave were counted, with the exception of Mrs. Ludman who had two part-time substitutes and neither she nor they were counted, making one less person than in 1952-53.

In 1954-55 Mr. Clifford and Mrs. Knecht were on leave, but they were counted not their substitutes, Mr. Clifford having only a part-time substitute.

The 1955-56 totals for the Doctor's Degree level are lower than in previous years because no equivalencies for the doctorate are included. The 60 Semester-Hour level totals are increased by the persons who were formerly counted as doctoral equivalent level.

## PROFESSORIAL RANK PERCENTAGES FOR FULL TIME FACULTY

| Rank | Fall Semester | No. | Percentages |
|---|---|---|---|
| Professors | | 19 | 21% |
| Associate Professors | | 22 | 24% |
| Assistant Professors | | 25 * | 27% |
| Instructors | | 23 * | 25% |
| Assistant Instructors | | 2 | 2% |

The President, Dean of Instruction & Part-Time Division Director are not included.
*Mrs. Mildred Shore, Instructor, appointed Oct. 7, 1955 is counted here not Mr. Neuner, Assistant Professor, whom she replaced, the change being in rank distribution, not total.
All permanent faculty members on leave were counted, but not their substitutes.

## FULL TIME FACULTY 1951-1956

### ACADEMIC STATUS OF FACULTY OVER FIVE YEAR PERIOD

Fall Semester

| Degree | 1951-1952 No. | 1951-1952 % | 1952-1953 No. | 1952-1953 % | 1953-1954 No. | 1953-1954 % | 1954-1955 No. | 1954-1955 % | 1955-1956 No. | 1955-1956 % |
|---|---|---|---|---|---|---|---|---|---|---|
| Doctor's degree or Equiv. Preparation | 43 | 54% | 43 | 49% | 44 | 51% | 46 | 53% | 37 | 39% |
| 60 Semester-Hours of Graduate Study | 22 | 28% | 27 | 31% | 30 | 35% | 27 | 31% | 43 | 46% |
| Master's Degree or Equiv. Preparation | 13 | 16% | 14 | 16% | 9 | 10% | 10 | 11% | 11 | 12% |
| Bachelor's degree | 1 | 1% | 2 | 2% | 2 | 2% | 3 | 3% | 2 | 2% |
| M.D. degree | 1 | 1% | 1 | 1% | 1 | 1% | 1 | 1% | 1 | 1% |
| Totals | 80 | 100% | 87 | 99% | 86 * | 99% | 87 | 99% | 94 | 100% |

The President, Dean of Instruction, & Part-Time Division Director are included above.

NOTE: * In 1953-54 substitutes rather than regular faculty members on leave were counted, with the exception of Mrs. Ludman who had two part-time substitutes and neither she nor they were counted, making one less person than in 1952-53.

In 1954-55 Mr. Clifford and Mrs. Mscott were on leave, but they were counted not their substitutes, Mr. Clifford having only a part-time substitute.

The 1955-56 totals for the Doctor's Degree level are lower than in previous years because no equivalencies for the doctorate are included. The 60 Semester-Hour level totals are increased by the persons who were formerly counted as doctoral equivalent level.

### PROFESSORIAL RANK PERCENTAGES FOR FULL TIME FACULTY

| Rank | Fall Semester No. | Percentages |
|---|---|---|
| Professors | 19 | 21% |
| Associate Professors | 22 | 24% |
| Assistant Professors | 25 * | 27% |
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The President, Dean of Instruction & Part-Time Division Director are not included.
*Mrs. Mildred Shore, Instructor, appointed Oct. 7, 1955 is counted here not Mr. Neuner, Assistant Professor, whom she replaced, the change being in rank distribution, not total.

All permanent faculty members on leave were counted, but not their substitutes.

DATA ON ENROLLMENT

Table I - Spring Enrollment in Freshman, Sophomore, Junior and Senior Classes by Men and Women for the Five-Year Period Beginning February 1, 1952 and ending February 1, 1956.

| Class | 1951-1952 | 1952-1953 | 1953-1954 | 1954-1955 | 1955-1956 |
|---|---|---|---|---|---|
| Freshman | | | | | |
| Men | 90 | 103 | 85 | 150 | 154 |
| Women | 168 | 139 | 196 | 202 | 215 |
| Total | 258 | 242 | 281 | 352 | 369 |
| % of Grand Total | 27% | 27% | 30% | 35% | 32% |
| Sophomores | | | | | |
| Men | 113 | 72 | 84 | 74 | 147 |
| Women | 128 | 146 | 137 | 162 | 192 |
| Total | 241 | 218 | 221 | 236 | 339 |
| % of Grand Total | 25% | 24% | 24% | 23% | 29% |
| Juniors | | | | | |
| Men | 79 | 109 | 74 | 81 | 78 |
| Women | 133 | 116 | 135 | 126 | 150 |
| Total | 212 | 225 | 209 | 207 | 228 |
| % of Grand Total | 22% | 25% | 22% | 20% | 20% |
| Seniors | | | | | |
| Men | 93 | 84 | 108 | 86 | 102 |
| Women | 164 | 137 | 118 | 138 | 121 |
| Total | 257 | 221 | 226 | 224 | 223 |
| % of Grand Total | 26% | 24% | 24% | 22% | 19% |
| GRAND TOTAL | 968 | 906 | 937 | 1019 | 1159 |

## DATA ON ENROLLMENT

Table I - Spring Enrollment in Freshman, Sophomore, Junior and Senior Classes by Men and Women for the Five-Year Period Beginning February 1, 1952 and ending February 1, 1956.

| Class | 1951-1952 | 1952-1953 | 1953-1954 | 1954-1955 | 1955-1956 |
|---|---|---|---|---|---|
| Freshman | | | | | |
| Men | 90 | 103 | 85 | 150 | 154 |
| Women | 168 | 139 | 196 | 202 | 215 |
| Total | 258 | 242 | 281 | 352 | 369 |
| % of Grand Total | 27% | 27% | 30% | 35% | 34% |
| Sophomores | | | | | |
| Men | 113 | 72 | 84 | 74 | 147 |
| Women | 135 | 146 | 137 | 162 | 192 |
| Total | 248 | 218 | 221 | 236 | 339 |
| % of Grand Total | 25% | 24% | 24% | 23% | 29% |
| Juniors | | | | | |
| Men | 79 | 109 | 74 | 81 | 78 |
| Women | 133 | 116 | 135 | 126 | 150 |
| Total | 212 | 225 | 209 | 207 | 228 |
| % of Grand Total | 22% | 25% | 22% | 20% | 20% |
| Seniors | | | | | |
| Men | 73 | 84 | 102 | 86 | 102 |
| Women | 184 | 137 | 118 | 139 | 121 |
| Total | 257 | 221 | 226 | 224 | 223 |
| % of Grand Total | 26% | 24% | 24% | 22% | 19% |
| GRAND TOTAL | 965 | 906 | 937 | 1019 | 1159 |

Table II - Spring Registration by Counties for the Period from February 1, 1952 to February 1, 1956

| County | 1951-1952 | | | 1952-1953 | | | 1953-1954 | | | 1954-1955 | | | 1955-1956 | | | Percent Distribution 1955-1956 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | W | T | M | W | T | M | W | T | M | W | T | M | W | T | |
| Atlantic | 6 | 7 | 13 | 6 | 6 | 12 | 5 | 3 | 8 | 5 | 4 | 9 | 8 | 2 | 10 | 0.9% |
| Bergen | 65 | 90 | 155 | 60 | 83 | 143 | 58 | 78 | 136 | 52 | 86 | 138 | 73 | 101 | 174 | 15.0 |
| Burlington | 1 | - | 1 | 1 | - | 1 | 1 | 2 | 3 | - | 3 | 3 | 1 | 2 | 3 | .2 |
| Camden | 1 | 4 | 5 | 2 | 1 | 3 | 2 | - | 2 | 2 | - | 2 | 3 | - | 3 | .2 |
| Cape May | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 | 1 | .1 |
| Cumberland | 1 | 5 | 6 | 2 | 5 | 7 | 1 | 8 | 9 | 1 | 4 | 5 | 1 | 6 | 7 | .6 |
| Essex | 133 | 201 | 334 | 122 | 181 | 303 | 112 | 212 | 324 | 158 | 234 | 392 | 189 | 237 | 426 | 36.8 |
| Gloucester | - | 2 | 2 | - | 1 | 1 | - | 1 | 1 | - | - | - | 1 | 1 | 2 | .2 |
| Hudson | 43 | 56 | 99 | 50 | 57 | 107 | 55 | 67 | 122 | 57 | 73 | 130 | 65 | 73 | 138 | 11.9 |
| Hunterdon | - | 1 | 1 | - | - | - | 1 | 1 | 2 | 1 | 3 | 4 | 1 | 3 | 4 | .3 |
| Mercer | - | - | - | - | - | - | - | 1 | 1 | - | - | - | - | 2 | 2 | .2 |
| Middlesex | 6 | 12 | 18 | 2 | 10 | 12 | 4 | 14 | 18 | 6 | 19 | 25 | 6 | 21 | 27 | 2.3 |
| Monmouth | 8 | 27 | 35 | 8 | 23 | 31 | 9 | 17 | 26 | 8 | 17 | 25 | 10 | 19 | 29 | 2.5 |
| Morris | 28 | 26 | 54 | 30 | 21 | 51 | 23 | 18 | 41 | 19 | 17 | 36 | 19 | 20 | 39 | 3.4 |
| Ocean | 5 | 9 | 14 | 6 | 6 | 12 | 4 | 9 | 13 | 5 | 2 | 7 | 5 | 4 | 9 | .8 |
| Passaic | 49 | 90 | 139 | 48 | 88 | 136 | 45 | 90 | 135 | 40 | 101 | 141 | 57 | 120 | 177 | 15.3 |
| Salem | - | 2 | 2 | - | 2 | 2 | - | 2 | 2 | - | 3 | 3 | - | 1 | 1 | .1 |
| Somerset | 1 | 3 | 4 | - | - | - | 1 | - | 1 | 1 | 1 | 2 | 1 | 1 | 2 | .2 |
| Sussex | 3 | 4 | 7 | 4 | 4 | 8 | 5 | 2 | 7 | 4 | 2 | 6 | 4 | 4 | 8 | .7 |
| Union | 20 | 52 | 72 | 23 | 49 | 72 | 22 | 56 | 78 | 31 | 50 | 81 | 34 | 51 | 85 | 7.3 |
| Warren | 3 | 2 | 5 | 3 | 1 | 4 | 3 | 2 | 5 | 1 | 5 | 6 | 3 | 5 | 8 | .7 |
| Out-of-State | 2 | - | 2 | 1 | - | 1 | - | 3 | 3 | - | 4 | 4 | - | 4 | 4 | .3 |
| TOTALS | 375 | 593 | 968 | 368 | 538 | 906 | 351 | 586 | 937 | 391 | 628 | 1019 | 481 | 678 | 1159 | 100.0% |
| % Increase or Decrease | | | -2.3% | | | -6.4% | | | +3.4% | | | +8.7% | | | +13.7% | |

| Department of Discourse & Incorporate | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
|---|---|---|---|---|---|---|---|---|
| Out-of-state | 312 | 632 | 308 | 286 | 121 | 128 | 178 | 1.00 |
| Total | 312 | 632 | 308 | 286 | 121 | 128 | 178 | 1.00 |
| Harrison | - | - | - | - | - | - | - | - |
| Lake | 52 | 25 | 53 | 45 | 32 | 42 | 32 | 1.3 |
| Sunset | 32 | 44 | 14 | 14 | 14 | 14 | 14 | .5 |
| Summerset | - | - | - | - | - | - | - | - |
| Dallas | 5 | 5 | 5 | 5 | 5 | 5 | 5 | .2 |
| Oceanside | 61 | 108 | 184 | 134 | 101 | 102 | 134 | 1.2 |
| Valleyview | 2 | 9 | 6 | 11 | 14 | 14 | 14 | .1 |
| Oak | 85 | 92 | 52 | 34 | 52 | 52 | 52 | 3.4 |
| Hillsdale | 8 | 15 | 8 | 32 | 52 | 52 | 52 | 3.5 |
| Pleasant | - | - | - | - | - | - | - | .5 |
| Mountain | - | - | - | - | - | - | - | .3 |
| Fairview | - | - | - | - | - | - | - | .3 |
| Lakeside | - | - | - | - | - | - | - | .3 |
| Bassett | 121 | 102 | 322 | 322 | 322 | 322 | 322 | 11.7 |
| Fairchester | - | 52 | 52 | 52 | 52 | 52 | 52 | .5 |
| Bay | - | 52 | 52 | 52 | 52 | 52 | 52 | .5 |
| Southern Bay | 2 | 2 | 2 | 2 | 2 | 2 | 2 | .2 |
| Cove | - | - | - | - | - | - | - | - |
| Glenwood | - | - | - | - | - | - | - | - |
| Pine Meadows | 2 | 2 | 2 | 2 | 2 | 2 | 2 | .2 |
| Brookside | 2 | 2 | 2 | 2 | 2 | 2 | 2 | .2 |
| Hillsboro | 69 | 90 | 52 | 52 | 52 | 52 | 52 | 2.0 |
| Community | 1 | 1 | 1 | 1 | 1 | 1 | 1 | .0 |
| Total | 312 | 632 | 308 | 286 | 121 | 128 | 178 | 1.00 |

Source: Department of Discourse, Incorporated Data, 2021 Annual Report, Table 14 - Population Distribution by Community

Table III - Number of Freshmen Admitted over Five Year Period

| Year | Men | Women | Total |
|---|---|---|---|
| 1951-1952 | 126 (Sept. only) | 192 (Sept. only) | 318 |
| 1952-1953 | 127 (Sept. only) | 167 (Sept. only) | 294 |
| 1953-1954 | 115 (Sept. only) | 218 (Sept. only) | 333 |
| 1954-1955 | 166 (Sept. only) | 230 (Sept. only) | 396 |
| 1955-1956 | 205 (Sept. only) | 254 (Sept. only) | 459 |

Table IV - Students Admitted on Advanced Standing over Five Year Period

| Year | Seniors | Juniors | Sophomores | Freshmen | Total |
|---|---|---|---|---|---|
| 1951-52 | 4 | 14 | 25 | 25 | 68 (Includes 17 former (M.S.T.C. students.) |
| 1952-53 | 4 | 7 | 18 | 13 | 42 (Incl. 20 former MSTC) |
| 1953-54 | 6 | 14 | 22 | 15 | 57 (Incl. 30 former MSTC) |
| 1954-55 | 5 | 5 | 27 | 27 | 64 (Incl. 29 former MSTC) |
| 1955-56 | 7 | 8 | 16 | 23 | 54 (Incl. 24 former MSTC) |
| TOTAL | 26 | 48 | 108 | 103 | 285 (Includes 120 former (M.S.T.C. students.) |

Table III - Number of Freshmen Admitted over Five Year Period

| Year | Men | Women | Total |
|---|---|---|---|
| 1951-1952 | 126 (Sept. only) | 192 (Sept. only) | 318 |
| 1952-1953 | 127 (Sept. only) | 167 (Sept. only) | 294 |
| 1953-1954 | 115 (Sept. only) | 218 (Sept. only) | 333 |
| 1954-1955 | 166 (Sept. only) | 230 (Sept. only) | 396 |
| 1955-1956 | 205 (Sept. only) | 254 (Sept. only) | 459 |

Table IV - Students Admitted on Advanced Standing over Five Year Period

| Year | Seniors | Juniors | Sophomores | Freshmen | Total |
|---|---|---|---|---|---|
| 1951-52 | 4 | 14 | 25 | 25 | 68 (Includes 17 former M.S.T.C. students.) |
| 1952-53 | 4 | 7 | 18 | 13 | 42 (Incl. 20 former MSTC) |
| 1953-54 | 6 | 14 | 22 | 15 | 57 (Incl. 30 former MSTC) |
| 1954-55 | 5 | 5 | 27 | 27 | 64 (Incl. 22 former MSTC) |
| 1955-56 | 7 | 8 | 16 | 23 | 54 (Incl. 24 former MSTC) |
| TOTAL | 26 | 48 | 108 | 103 | 285 (Includes 120 former M.S.T.C. students.) |

Table V - Withdrawals and Causes for Withdrawals over Five Year Period

| Cause | 1951-52 | | 1952-53 | | 1953-54 | | 1954-55 | | 1955-56 | | Totals | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | W | M | W | M | W | M | W | M | W | M | W | |
| Lack of Funds | 7 | 5 | 7 | 3 | 6 | 2 | 3 | 6 | 7 | 7 | 30 | 23 | 53 |
| Health | 2 | 5 | 4 | 7 | 1 | 2 | 5 | 9 | 2 | 4 | 14 | 27 | 41 |
| Transfer to other School | 10 | 8 | 7 | 2 | 5 | 11 | 8 | 5 | 1 | 9 | 31 | 35 | 66 |
| Marriage | - | 8 | - | 4 | - | 2 | - | 2 | - | 6 | -- | 22 | 22 |
| Family Reasons | 4 | 9 | 2 | 4 | 3 | 3 | 3 | 5 | 2 | 5 | 14 | 26 | 40 |
| Dropped (Dismissals) | 11 | 15 | 17 | 6 | 16 | 22 | 13 | 12 | 14 | 15 | 71 | 70 | 141 |
| Not Interested in Teaching | 3 | 1 | 2 | 5 | 7 | 6 | 7 | 7 | 3 | 2 | 22 | 21 | 43 |
| Moved from State | 1 | 1 | 1 | 4 | 2 | 2 | 1 | 3 | 0 | 5 | 5 | 15 | 20 |
| U. S. Mil. Service | 18 | - | 9 | - | 10 | - | 9 | - | 4 | - | 50 | 0 | 50 |
| Death | - | - | - | - | - | - | - | - | - | - | -- | -- | -- |
| Employment | 4 | 4 | 4 | 5 | 2 | 5 | 2 | 6 | 4 | 2 | 16 | 22 | 38 |
| Miscellaneous & Not Given | 5* | 3* | - | - | - | - | 1 | 2 | - | 1 | 6 | 6 | 12 |
| Total by M. & W. | 65 | 59 | 53 | 40 | 52 | 55 | 52 | 57 | 37 | 56 | 259 | 267 | 526 |
| GRAND TOTAL | 124 | | 93 | | 107 | | 109 | | 93 | | 526 | | |

*Miscellaneous & Not Given figures for 1951-52 include those who failed to register.

"Straight of pelikan cum cosch ephcium
25-1521 ion semigri nsais fch & snowmilbscrtk:

| | TOTAL DEAD | | 56 | | 107 | | 69 | | 252 |
|---|---|---|---|---|---|---|---|---|---|
| | W. & M. by Total | 59 | 25 | 07 | 25 | 25 | 12 | 12 | 252 |
| | Not Given: & subscriptions | *2 | - | - | - | - | - | - | 2 |
| | Miscellaneous | - | - | - | - | 1 | 1 | 1 | 3 |
| | Employment | 1 | 4 | 2 | 2 | 5 | 4 | 9 | 26 |
| | Health | - | - | - | - | - | - | - | - |
| | Service, Mil. & U. S. | 18 | - | 8 | - | 01 | - | 6 | 02 |
| | Travel from State | 1 | 1 | 4 | 2 | 3 | 1 | 4 | 12 |
| | Not Interested in Politics | 3 | 2 | 2 | 9 | 1 | 1 | 3 | 22 |
| | Opposed (Disenfranchised) | 11 | 12 | 9 | 17 | 22 | 12 | 5 | 71 |
| | Unemployed Persons | 4 | 2 | 4 | 3 | 3 | 2 | 5 | 21 |
| | Marriage | 8 | - | 4 | - | 5 | - | 6 | 22 |
| | Other Solution | 10 | 8 | 2 | 17 | 2 | 8 | - | 22 |
| | Transfer to | 1 | 2 | 1 | 2 | 1 | 2 | 4 | 8 |
| | Health | 5 | 1 | 1 | 1 | 2 | 6 | 1 | 17 |
| | Have to Pay | 1 | 2 | 1 | 2 | 3 | 9 | 5 | 23 |
| | Cause | 25-1521 | 25-1521 | 25-1521 | 25-1521 | 25-1521 | 25-1521 | 25-1521 | Total |

Pilot Test Ballot, 1920 Presidential Election Day Strikers - 1 Vote

Table VI - Student Enrollment by Majors as of February 1st of Each Year in Five Year Period

| Department | 1951-52 | 1952-53 | 1953-54 | 1954-55 | 1955-56 |
|---|---|---|---|---|---|
| Business Education | 156 | 144 | 136 | 147 | 166 |
| English | 208 | 184 | 205 | 211 | 222 |
| Fine Arts | -- | -- | -- | 17 | 45 |
| Home Economics | -- | -- | -- | 14 | 31 |
| Industrial Arts | -- | -- | -- | 23 | 50 |
| Language | 110 | 93 | 92 | 91 | 87 |
| Mathematics | 118 | 108 | 99 | 94 | 103 |
| Music | 55 | 46 | 49 | 53 | 61 |
| Science | 77 | 81 | 86 | 85 | 97 |
| Social Studies | 207 | 214 | 235 | 245 | 259 |
| Speech | 37 | 36 | 35 | 39 | 38 |
| TOTALS | 968 | 906 | 937 | 1019 | 1159 |

Table VII - Percentages of Total Number of Students Enrolled in Each Major Each Year

| | 1951-52 | 1952-53 | 1953-54 | 1954-55 | 1955-56 |
|---|---|---|---|---|---|
| Business Education | 16% | 16% | 14½% | 14% | 14% |
| English | 21% | 20% | 22% | 21% | 19% |
| Fine Arts | -- | -- | -- | 2% | 4% |
| Home Economics | -- | -- | -- | 1% | 3% |
| Industrial Arts | -- | -- | -- | 2% | 4% |
| Language | 11% | 10% | 10% | 9% | 8% |
| Mathematics | 12% | 12% | 10½% | 9% | 9% |
| Music | 6% | 5% | 5% | 5% | 5% |
| Science | 8% | 9% | 9% | 8% | 8% |
| Social Studies | 21% | 24% | 25% | 24% | 22% |
| Speech | 4% | 4% | 4% | 4% | 3% |

Table VI - Student Enrollment by Majors as of February 1st of each Year in Five Year Period

| Department | 1951-52 | 1952-53 | 1953-54 | 1954-55 | 1955-56 |
|---|---|---|---|---|---|
| Business Education | 156 | 144 | 135 | 147 | 166 |
| English | 208 | 184 | 205 | 211 | 252 |
| Fine Arts | -- | --- | -- | 17 | 45 |
| Home Economics | -- | -- | -- | 14 | 31 |
| Industrial Arts | -- | -- | -- | 23 | 50 |
| Language | 110 | 93 | 92 | 91 | 87 |
| Mathematics | 118 | 108 | 99 | 94 | 103 |
| Music | 55 | 45 | 49 | 43 | 61 |
| Science | 77 | 81 | 66 | 85 | 97 |
| Social Studies | 207 | 214 | 235 | 245 | 259 |
| Speech | 37 | 36 | 35 | 39 | 38 |
| TOTALS | 968 | 906 | 937 | 1019 | 1159 |

Table VII - Percentages of Total Number of Students Enrolled in Each Major Each Year

| | 1951-52 | 1952-53 | 1953-54 | 1954-55 | 1955-56 |
|---|---|---|---|---|---|
| Business Education | 16% | 16% | 14½% | 14% | 14% |
| English | 21% | 20% | 22% | 21% | 19% |
| Fine Arts | -- | -- | -- | 2% | 4% |
| Home Economics | -- | -- | -- | 1% | [illegible] |
| Industrial Arts | -- | -- | -- | 2% | 4% |
| Language | 11% | 10% | 10% | 9% | 8% |
| Mathematics | 12% | 12% | 10½% | 9% | 9% |
| Music | 6% | 5% | 5% | 5% | 5% |
| Science | 8% | 9% | 9% | 8% | 8% |
| Social Studies | 21% | 24% | 25% | 24% | 22% |
| Speech | 4% | 4% | 4% | 4% | 3% |

Table VIII - Analysis of Enrollment by Curricula for the Year 1955-1956, as of Spring 1956

| Department | Year in College 1st | 2nd | 3rd | 4th | Total | Sex M | W |
|---|---|---|---|---|---|---|---|
| Business Education | 40 | 53 | 30 | 43 | 166 | 94 | 72 |
| English | 63 | 59 | 62 | 38 | 222 | 36 | 186 |
| Fine Arts | 25 | 19 | 1 | --- | 45 | 20 | 25 |
| Home Economics | 18 | 13 | --- | --- | 31 | --- | 31 |
| Industrial Arts | 27 | 21 | 2 | --- | 50 | 50 | --- |
| Language | 27 | 18 | 22 | 20 | 87 | 19 | 68 |
| Mathematics | 32 | 31 | 17 | 23 | 103 | 33 | 70 |
| Music | 22 | 16 | 10 | 13 | 61 | 35 | 26 |
| Science | 33 | 25 | 21 | 18 | 97 | 55 | 42 |
| Social Studies | 74 | 73 | 54 | 58 | 259 | 131 | 128 |
| Speech | 8 | 11 | 9 | 10 | 38 | 8 | 30 |
| TOTALS | 369 | 339 | 228 | 223 | 1159 | 481 | 678 |

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Table IX - Enrollment for A.M. Degree and Number of Degrees Granted over Five Year Period

| Year | Number of Matriculants | Number Receiving A.M. Degree |
|---|---|---|
| 1951-1952 | 601 | 121 |
| 1952-1953 | 618 | 106 |
| 1953-1954 | 586 | 98 |
| 1954-1955 | 571 | 130 |
| 1955-1956 | 453 | 131 |

NOTE: For classification of matriculated candidates for the Master's Degree by major departments, see the report of the Graduate Division, page 4, item C.

Table VIII - Analysis of Enrollment by Curricula for the Year 1955-1956, as of Spring 1956

| Department | Year in College: 1st | 2nd | 3rd | 4th | Total | Sex: M | W |
|---|---|---|---|---|---|---|---|
| Business Education | 40 | 53 | 30 | 43 | 166 | 94 | 72 |
| English | 63 | 59 | 62 | 38 | 222 | 36 | 186 |
| Fine Arts | 25 | 19 | 1 | -- | 45 | 20 | 25 |
| Home Economics | 18 | 13 | -- | -- | 31 | -- | 31 |
| Industrial Arts | 27 | 21 | 2 | -- | 50 | 50 | -- |
| Language | 27 | 18 | 22 | 20 | 87 | 19 | 68 |
| Mathematics | 32 | 31 | 17 | 23 | 103 | 33 | 70 |
| Music | 22 | 16 | 10 | 13 | 61 | 35 | 26 |
| Science | 33 | 25 | 21 | 18 | 97 | 55 | 42 |
| Social Studies | 74 | 73 | 54 | 58 | 259 | 131 | 128 |
| Speech | 8 | 11 | 9 | 10 | 38 | 8 | 30 |
| TOTALS | 369 | 339 | 228 | 223 | 1159 | 481 | 678 |

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Table IX - Enrollment for A.M. Degree and Number of Degrees Granted over Five Year Period

| Year | Number of Matriculants | Number Receiving A.M. Degree |
|---|---|---|
| 1951-1952 | 601 | 121 |
| 1952-1953 | 618 | 106 |
| 1953-1954 | 526 | 98 |
| 1954-1955 | 571 | 130 |
| 1955-1956 | 453 | 127 |

NOTE: For classification of matriculated candidates for the Master's Degree by major departments, see the report of the Graduate Division, page 4, item c.

Table X - Part-Time, Extension, and Summer Session Division

Part-Time and Extension Statistics

| Year | No. of Courses Offered | No. of Courses Given | Total No. Students | Total Number Registrations | Average No. Courses Taken Per Student | Average Number Registrations Per Course |
|---|---|---|---|---|---|---|
| 1949 Fall | 33 | 32 | 591 | 1444 | 2.4 | 33 Pt-Time Courses only |
| 1950 Spring | 35 | 35 | 641 | 1620 | 2.5 | 35 " " " |
| 1950 Fall | 38 | 38 | 595 | 1346 | 2.2 | 28 " " " |
| 1951 Spring | 40 | 40 | 540 | 1137 | 2.1 | 25 " " " |
| 1951 Fall | 36 | 36 | 582 | 1179 | 2.0 | 29 " " " |
| 1952 Spring | 37 | 37 | 607 | 1196 | 1.9 | 29 " " " |
| 1952 Fall | 34 | 34 | 631 | 1184 | 1.8 | 29 " " " |
| 1953 Spring | 39 | 39 | 684 | 1167 | 1.8 | 26 " " " |
| 1953 Fall | 40 | 40 | 640 | 1209 | 1.8 | 26.8 " " " |
| 1954 Spring | 42 | 42 (45 sec-tions) | 636 | 1182 | 1.9 | 25 " " " |
| 1954 Fall | 44 | 41 | 648 | 1289 | 1.98 | 28.1 " " " |
| 1955 Spring | 38 | 36 (40 sec-tions) | 683 | 1276 | 1.8 | 28 " " " |
| 1955 Fall | 37 | 36 | 617 | 1208 | 1.95 | 28.4 " " " |
| 1956 Spring | 39 | 38 (42 sec-tions) | 662 | 1219 | 1.8 | 25.1 " " " |

Summer Session Statistics

| Summer of | | | | | | |
|---|---|---|---|---|---|---|
| 1950 | 81 | 75 | 874 | 2105 | 2.8 | 23.5 |
| 1951 | 76 | 71 | 829 | 1807 | 2.5 | 21.9 |
| 1952 | 76 | 69 | 748 | 1506 | 2.2 | 19.6 |
| 1953 | 72 | 67 | 627 | 1228 | 2.1 | 16.3 |
| 1954 | 76 | 69 | 619 | 1397 | 2.4 | 18.3 |
| 1955 | 71 | 63 (66 Sec-tions) | 564 | 1320 | 2.3 | 20.9 |
| 1956 | 78 | 73 (78 Sec.) | 579 | 1307 | 2.4 | 18.0 |

NOTE RE SUMMER SESSIONS. In 1950 and 1951 the China Institute is included only in total number of students and total registrations. In 1952 and thereafter it is included in all data. From 1950 through 1954 the School of Conservation is included only in the total number of students and total registrations. It is not included at all in 1955 and thereafter.

Table X - Part-Time, Extension, and Summer Session Division

Part-Time and Extension Statistics

| Year | No. of Courses Offered | No. of Courses Given | Total No. Students | Total Number Registrations | Average No. Courses Taken per Student | Average Number Registrations per Course |
|---|---|---|---|---|---|---|
| 1949 | | | | | | |
| Fall | 33 | 32 | 591 | 1444 | 2.4 | 33 Pt-Time Courses only |
| 1950 | | | | | | |
| Spring | 35 | 35 | 611 | 1620 | 2.5 | 35 " " " |
| 1950 | | | | | | |
| Fall | 38 | 38 | 595 | 1445 | 2.2 | 28 " " " |
| 1951 | | | | | | |
| Spring | 40 | 40 | 540 | 1137 | 2.1 | 25 " " " |
| 1951 | | | | | | |
| Fall | 36 | 36 | 565 | 1179 | 2.0 | 29 " " " |
| 1952 | | | | | | |
| Spring | 37 | 37 | 607 | 1136 | 1.9 | 29 " " " |
| 1952 | | | | | | |
| Fall | 34 | 34 | 631 | 1184 | 1.8 | 29 " " " |
| 1953 | | | | | | |
| Spring | 39 | 39 | 684 | 1167 | 1.8 | 26 " " " |
| 1953 | | | | | | |
| Fall | 40 | 40 | 640 | 1209 | 1.8 | 26.8 " " " |
| 1954 | | | | | | |
| Spring | 42 | 42 (45 sec-tions) | 636 | 1182 | 1.9 | 25 " " " |
| 1954 | | | | | | |
| Fall | 44 | 44 | 648 | 1289 | 1.93 | 28.1 " " " |
| 1955 | | | | | | |
| Spring | 38 | 36 (40 sec-tions) | 623 | 1276 | 1.[illegible] | 28 " " " |
| 1955 | | | | | | |
| Fall | 37 | 36 | 617 | 1208 | 1.95 | 28.4 " " " |
| 1956 | | | | | | |
| Spring | 39 | 38 (42 sec-tions) | 662 | 1219 | 1.8 | 25.1 " " " |

Summer Session Statistics

| Summer of | | | | | | |
|---|---|---|---|---|---|---|
| 1950 | 81 | 75 | 874 | 2105 | 2.8 | 23.5 |
| 1951 | 76 | 72 | 829 | 1807 | 2.5 | 21.9 |
| 1952 | 75 | 69 | 748 | 1506 | 2.2 | 19.6 |
| 1953 | 72 | 67 | 627 | 1228 | 2.1 | 16.3 |
| 1954 | 76 | 69 | 619 | 1317 | 2.4 | 18.3 |
| 1955 | 71 | 63 | 566 | 1320 | 2.3 | 20.9 |
| 1956 | 78 | 72 (78 Sec-tions) | 579 | 1307 | 2.4 | 18.0 |

NOTE ON SUMMER SESSIONS. In 1950 and 1951 the Chinese institute is included only in total number of students and total registrations. In 1952 and thereafter it is included in all data. From 1949 through 1954 the School of Conservation is included only in the total number of students and total registrations. It is not included at all in 1955 and thereafter.

Table XI - Summary of Enrollment Data

| Instructional Division | 1951-52 | 1952-53 | 1953-54 | 1954-55 | 1955-56 |
|---|---|---|---|---|---|
| Regular Undergraduate | 968 | 906 | 937 | 1019 | 1159 |
| Regular Full-Time Graduate | 34 | 17 | 10 | 20 | 14 |
| Summer Session | 748* | 627* | 619* | 564 | 579 |
| Part-Time and Extension | 1189 | 1315 | 1276 | 1331 | 1279 |
| College High School | 164 | 171 | 173 | 178 | 179 |
| Totals | 3103 | 3036 | 3015 | 3112 | 3210 |

The above figures include duplicates.

* Including School of Conservation enrollment.

The total enrollment, of graduates and withdrawals, of the State Normal School from 1908 to 1930 was approximately as follows:

| | |
|---|---|
| Graduates | 3,921 |
| Withdrawals | 1,028 |
| Total | 4,949 |

Graduates and withdrawals from the State Teachers College from September, 1930, to June 30, 1956 were as follows:

| | |
|---|---|
| Graduates with A.B. degree | 5,230 |
| Graduates with A.M. degree | 1,682 |
| Withdrawals | 2,139 |
| Total | 9,051 |

Table XI - Summary of Enrollment Data

| Instructional Division | 1951-52 | 1952-53 | 1953-54 | 1954-55 | 1955-56 |
|---|---|---|---|---|---|
| Regular Undergraduate | 968 | 906 | 937 | 1019 | 1159 |
| Regular Full-Time Graduate | 34 | 17 | 10 | 20 | 14 |
| Summer Session | 748 | 627* | 619* | 564 | 372 |
| Part-Time and Extension | 1189 | 1315 | 1276 | 1331 | 1277 |
| College High School | 164 | 171 | 173 | 178 | 179 |
| Totals | 3103 | 3036 | 3015 | 3112 | 3210 |

The above figures include duplicates.

* Including School of Conservation enrollment.

The total enrollment, of graduates and withdrawals, of the State Normal School from 1908 to 1930 was approximately as follows:

| | |
|---|---|
| Graduates | 3,921 |
| Withdrawals | 1,028 |
| Total | 4,949 |

Graduates and withdrawals from the State Teachers College from September, 1930, to June 30, 1956 were as follows:

| | |
|---|---|
| Graduates with A.B. degree | 5,230 |
| Graduates with A.M. degree | 1,682 |
| Withdrawals | 2,139 |
| Total | 9,051 |

New Jersey State Teachers College at Montclair

Dean of Instruction

Report to the President
Academic Year
1955 - 1956

## General Summary of Progress

The development of the new curricula for the new departments of fine arts, industrial arts and home economics and the addition of secretarial studies to the business education major, participation in the state-wide Curriculum Commission study, the direction of college faculty studies of Curriculum Commission proposals, studies of effects of expanding enrollment in terms of staff and facilities needed and extension of academic guidance for students were the principal major lines of progress during the academic year, 1955 - 1956.

Expanding enrollment in the freshman class and more complex problems arising from a greatly increased number of courses needed for the new curricula have made the needs for secretarial help and expanded office quarters more acute. Comment on these problems was included in the last annual report. Adjustment by expediency and priority of jobs has been the only solution so far. This results in less time available for study and promotion of broader programs of instructional and professional improvement.

This period of transition is particularly trying and at times frustrating, but the groundwork is being laid for a program of almost unlimited possibilities in utilization of new facilities and new departmental assistance in art, music, home economics, industrial art, and business education. These forces are being integrated and coordinated in the general improvement of morale and tone of campus life. These are aspects of the total curriculum, that is, all of the guided learning experiences out of class as well as in the classroom, that are receiving greater attention.

## Part I. Curriculum Study

### A. General Education

Two major issues have come to the front in the studies of the faculty in relation to the proposals of the State Curriculum Commission, namely, (1) the extent and nature of the program of general education and (2) the amount of prescribed work in the major as a minimum for assurance of competency to teach the subject of the major. Each department tends to recommend increases in the amount of required work in general education but at the same time resists the effect of the increased total of general education courses in reducing the time

available for the major. The conflict of these issues has been sharp but stimulating. The faculty have seriously reexamined the basic foundations of our curriculum and should in the next few years reformulate and restate the entire philosophy and objectives of the college.

This balance among the three areas of professional education, general education and specialization is something that must be maintained in terms of objectives and philosophy. For this reason the study of objectives of general education should result in a more vital and effective program. The best and most generally accepted programs in other colleges have been based on a thorough analysis of philosophy and objectives and the resulting pattern of courses, syllabi of content, and plan of organization to activate the program.

A study of various statements of philosophy and objectives shows that there is greater agreement on these broad aspects than there is in a similar study of patterns of course requirements. One notes a striking dissimilarity of pattern and administrative organization among institutions that have rather general agreement on objectives and philosophy.

The identification and study of objectives serve as good in-service training for staff who are drawn into a program of general education. The Mathematics department attempted to re-write one general education course based on certain specific objectives as adopted for the state by the Curriculum Commission. Part of their statement reads as follows:

> "This course is concerned more specifically with the following objectives of general education, namely the ability of the individual to think critically and analytically, and his ability to evaluate information and arrive at justifiable conclusions."

The Science department noted these objectives as part of their obligation to the work of general education in a science course:

> "The course should contribute to the aspects of general education such as responsible citizenship, effective use of spoken and written language, intellectual curiosity, creative imagination, a philosophy of life, and an appreciation of environment."

A traditionalist may ask why science should concern itself with "responsible citizenship". Is that not the function of social studies? Should not science be concerned with fundamentals of science only and not take up time for these other aspects? The answer may lie mainly in the point of view of instruction, selection of detailed syllabus content, motivation, problem selection and many other ways of adaptation of the same subject matter without loss of standards of achievement or scholarship. "It encourages a student to use his reasoning ability rather than to merely accumulate a mass

of facts." This is a point of view that developed primarily from an intensive study of the objectives of general education to which this department subscribed.

Faculties are loath to undertake a serious study of objectives, protesting that "general education objectives and programs at the practicing level do not correspond well with the descriptions of them given by administrators or individual devotees of general education". This statement is taken from a publication of the American Council on Education titled "General Education - Explorations in Evaluation". This same study goes on to record some evaluations based on specific objectives and in regard to one in particular this statement is made: "that critical thinking stated as a general education objective is not limited to course content but rather is regarded as a behavior desirable in all activities and problems in which the individual becomes involved". And again from the same source, "Concentration on one or two pervasive objectives by entire general education faculties is necessary if anything approaching an integrated program is to be achieved". Faculties that have not reduced this study to a mere exercise in logic or semantics have produced vital and real programs. Such programs require continuous appraisal in terms of stated objectives and should be revised where evaluation indicates that there are weaknesses. Encouragement and stimulation should also be given to those areas where the most effective results are found.

Perhaps the most significant development that will come from the new program will be a greater recognition of the role played by all the guided learning experiences which are provided for students in the total educative process. This broadening of the scope of general education will be effective if planned in terms of the objectives of general education.

The future emphasis will be on the development of the general education program to meet the needs of individuals. The pattern and content will be selected on the basis of their past (elementary and secondary school) background as well as on the basis of ability and interest. This will evolve around expanded techniques of evaluation and guidance, especially in the selection of electives provided for in the new curriculum.

B. Specialization

Study of the second issue in curriculum revision, which concerns the amount of time and total credits required of a major, will be continued and final recommendations formulated at the beginning of the next academic year.

Study of continuous revisions of courses for the major in home economics progressed, with special emphasis on the science courses. The chemistry course was revised and a new course devel-

oped in Biology with complete outline and syllabus written as the result of a research project on the part of a member of the science department.

C. Course Changes

The reorganization of the Sophomore work in Social Studies was noted in last year's annual report. A progress evaluation reported by the instructors in this course during the second year of its operation is herewith made a part of this annual report.

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Reorganization of Contemporary American Life Course
Required Social Studies Course

Establishing a Frame of Reference

In the second year of our experiment in reorganizing the required sophomore social studies course, we feel that we can report some progress. Perhaps most important is the fact that for the first time in recent years all of the instructors teaching this course have been able to meet from time to time to exchange points of view and make plans for the future. As a result of these meetings, we have been able to establish a framework for the course, while permitting each instructor to vary his presentation to a considerable degree.

Providing Out-of-Class Experiences

Another very important development has been the organization of out-of-class experiences for our students. We have not only brought to campus a number of prominent leaders in the field of social science, but also have made it possible for our students to take advantage of the opportunities which our proximity to New York affords. For example, all of our students have had the opportunity to visit the United Nations and to meet key figures who have discussed the problems and accomplishments of that organization. A number of our students also were able to visit embassies of foreign nations and to hear conflicting views on controversial issues of American foreign policy. These same students participated in seminars where they were able to formulate ideas and offer them for the consideration for the group. At the end of the year an outside speaker on foreign affairs will come to the College, and our hope is to use television facilities to bring his views to a large number of students.

One of the most valuable phases of our course, in our opinion, is the requirement that every student actively participate in some phase of the economic, social, or political life in his community. Thus our students have both studied and visited juvenile

courts, mental and penal institutions, training schools for the handicapped and welfare agencies of all kinds. We feel that they not only have gained personally, but that they have publicized our College and the work that we do here.

## Continued Experimentation

Those of us who teach the Contemporary American Life classes plan to continue our experimentation next year in the hope that we will be able to find other ways of improving this required course. Instead of following one type of organization, we hope to use several approaches. For example, we have agreed upon the basic topics which will be discussed in all sections. However, some classes will be using one textbook, others will use a differently organized text, while another plan will be to use paper-bound editions of authoritative books dealing with economics, political science, and sociology.

## Suggested Scheduling

We hope that the scheduling of these classes will permit us to have three or more sections of Contemporary American Life classes meeting at the same hour. This will enable instructors to exchange classes and thus make use of their own special knowledge. Such scheduling also will permit us to bring together large groups of students to hear outside speakers. It would be helpful if the number of sections in the second semester could be the same as in the first semester, As it is, the number of sections is reduced the second semester. This involves the redistribution of the students and also works a hardship on the instructors involved.

## Requests for Films and Special Facilities

There are several things which we believe would materially assist in the improvement of this project. We would like to suggest that when the Science Department vacates its laboratories in the administration building that these rooms be adapted for the use of social studies classes. We particularly would like to ask for a projection room, since we make great use of audio-visual materials. If possible, we should also like to have a seminar room where students could sit informally around large tables to discuss the great issues of the day.

It would also be extremely helpful if considerably more secretarial assistence were given to the instructors responsible for this program. Establishing contacts with public officials and educational leaders requires the writing of a great number of letters and the filing of materials. While we realize that a departmental secretary is out of the question at the moment, we hope that part-time assistence might be provided next year.

At the last meeting of the administration and the instructors, it was suggested that the College might purchase a number of films which are widely used in connection with this course. It was

pointed out that the College in the long run would save money since it would no longer be necessary to rent these films and that our own material could be rented to other institutions. After checking carefully, we would like to recommend the purchase of the films which are described on the attached sheet.

In making plans for the future, we also would like to call your attention to the possibility of combining the field study course now required of all social studies majors with the Contemporary American Life classes. We believe that each course is less meaningful at the moment than it should be. By amalgamating the two, we should be able to provide a far more valuable experience for our students.

We greatly appreciate the interest which the President and Dean of Instruction have shown in this course and for this reason we know that you will consider our recommendations very carefully.

Alice Stewart
John Reilahan
Frank Clayton
E.B. Fincher

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The following courses were approved as additions to the course offerings during the year:

B.E. 412. Project Development in Consumer Education
B.E. 421. Finance and Investment for Families
Eng. 548. Fiction as an Image of World History
F.A. 210. Experiencing Art
F.A. 416. Appreciation of Chinese Art
H.Ec. 307. Home Mangement and Household Equipment
I.A. 443. The Use and Processing of Basic Industrial Materials by Modern Industry
I.A. 501. Curriculum Construction and Course Organization in Industrial Arts Education
I.A. 502. Shop Planning and Equipment Selection in Industrial Arts Education
I.A. 503. Problems in Teaching Industrial Arts
I.A. 504. Research and Experimentation in Industrial Arts Education
I.A. 511. Supervision of Industrial Arts
I.A. 520. Seminar in History of Industrial Arts Education
I.A. 521. Seminar in Vocational Education in New Jersey
Int. 556. Improvement of Reading in the Secondary School
Phys. Ed. 203. Individual and Dual Sports
S.S. 490F. Russia in the Modern World
S.S. 525. Workshop on Economic Education

The following courses were dropped from the list of offerings:

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B.E. 412. Transportation and Communication
B.E. 413. Business Statistics
B.E. 415. Public Finance
Geog. 405A and 405B. Climates of the World
Geog. 417. Meteorology with Applications to Aviation

## Part II. Other Activities

### Undergraduate Catalog

The biennial revision of the undergraduate bulletin was completed during the year. A new cover design which was selected from among competitive designs submitted by students in the fine arts department was used. More pictures were used and sections describing the new curricula were added. The catalog presents a generally improved appearance and organization in line with recommendations of a group of high school guidance counselors in the state who made a study of utilization of college catalogs.

### Assemblies and Special Conferences

A limited number of assemblies was presented because of continued inadequacy of facilities. The formal fall convocation has proved to be well received. Student produced programs continued to be popular in student favor and serve a very important morale building objective as well as training in the planning and participation in such assemblies.

The list of programs for the year follows:

### Assembly Programs, 1955 - 1956

| | |
|---|---|
| Tues., Sept. 27 | Fall College Convocation - All College Assembly - Dr. Karl W. Bigelow, Teachers College, Columbia University, Speaker |
| Wed., Oct. 19 | Assembly for Men - Selective Service Regulations |
| Wed., Nov. 9 | Modern Music Program - All College Assembly - sponsored by the Veterans' Club |
| Tues., Nov. 22 | All College Assembly - Band Concert |
| Wed., Dec. 14 | All College Assembly - Traditional Christmas Music Program |
| Tues., Jan. 10 | Sophomore Assembly - Speaker - Dr. Peter S. Drucker - "The American Economy" |
| Mon. Jan. 16 | All College Assembly - Musical Program by the College Orchestra and the Collegium Musicum |

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| | |
|---|---|
| Wed., Feb. 8 | Sophomore Assembly |
| Fri., Feb. 10 | All College Assembly - Dance Recital - Bennington College Dance Group |
| Wed., April 18 | Sophomore Assembly - Speaker - Henry Gilbert Riter, III, President of Thomas Edison, Inc. |
| Mon. April 30 | All College Assembly - Band Concert |
| Tues., May 8 | All College Assembly - S.G.A. Annual Meeting and Report of Officers and Committees |
| Wed., May 16 | All College Assembly - Citizenship Assembly |
| Fri., June 1 | All College Assembly - Awards Day |
| Tues., June 12 | All College Assembly - Senior Assembly |

The arrangement and conduct of visitation-day programs for high-school Future Teachers of America Clubs and other groups interested in the college continued to be an important function of the office.

The 1955-1956 FTA report follows:

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## Report of FTA Activities - 1955-1956

I. Major Activity for 1955-56 - Sponsorship of North Jersey Regional FTA Conference at Request of NJEA - December 1, 1955

During the fall of 1955, the MSTC FTA Chapter at the request of the N.J. Education Association assumed responsibility for organizing, promoting, and operating the North Jersey Regional FTA Conference for FTA Clubs and Chapters in this area.

A. Organization

With the assistance of Mr. Arnold Gundersen of the NJEA the Montclair Chapter planned a college career-day conference which was held on the MSTC campus on December 1, 1955. Our program included registration of visiting groups, a guided tour of the campus, a general morning session featuring student and faculty speakers, a group luncheon in Russ Hall dining hall, and a general session in the afternoon with Dr. Michael Gilligan, President of Jersey City State Teachers College, as guest speaker.

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B. Promotion

Invitations and promotional materials were sent to about 60 high schools and colleges in the area.

C. Schools and Colleges in Attendance

| School | Number | School | Number |
|---|---|---|---|
| Jersey City State Teachers College | 3 | North Arlington High | 4 |
| Newark State Teachers College | 2 | North Hunterdon Regional | 2 |
| St. Elizabeth | 2 | North Plainfield | 5 |
| Upsala | 2 | Nutley | 3 |
| Belleville High School | 3 | Passaic | 2 |
| Bergenfield High School | 4 | Paterson Central | 2 |
| Blairstown High School | 1 | Paterson East Side | 4 |
| Bloomfield High School | 2 | Pleasantville | 15 |
| Butler High School | 6 | Ridgewood | 3 |
| Caldwell - Grover Cleveland | 3 | Roxbury | 3 |
| Dover High School | 3 | Somerville | 6 |
| East Orange High School | 3 | South Orange - Maplewood Columbia High | 32 |
| E.O. Clifford J. Scott High | 3 | Springfield Regional | 5 |
| Hackensack High School | 7 | Teaneck | 3 |
| Hawthorne High School | 3 | Union | 7 |
| Irvington High School | 3 | Union City - Emerson | 3 |
| Jersey City - Ferris High | 4 | Verona | 2 |
| Livinston High School | 15 | Wallington | 5 |
| Morris Hills Regional High | 4 | Wayne | 3 |
| Netcong High School | 4 | Westwood | 3 |
| Newton High School | 3 | West Orange | 20 |
| Newark - Weequahic | 6 | TOTAL | 275 |
| Newark - West Side | 57 | Plus MSTC - 50 participating students | |

II. Organization and Implementation of Individual Career Days for High-School FTA Clubs

| Dates | Schools | Number |
|---|---|---|
| Nov. 10 | Fair Lawn | 7 |
| " " | Pennington | 1 |
| Nov. 28 | Leonia | 5 |
| March 8 | Clifford J. Scott, East Orange | 20 |
| March 13 | New Brunswick | 13 |
| March 14 | Bernardsville | 25 |

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| Dates | Schools | Number |
|---|---|---|
| April 12 | Ramsey | 4 |
| April 20 | Immaculate Conception - Montclair | 27 |
| April 23 | Fort Lee | 34 |
| April 26 | Ridgewood | 2 |
| May 10 | Dwight Morrow - Englewood | 8 |
| May 21 | Leonia | 10 |
| May 24 | Barringer High School - Newark | 36 |
| | TOTAL | 192 |

January 18 The MSTC FTA Chapter gave a program to 30 members of the Verona FTA Club in the evening at the home of one of the Verona Club members.

III. Participation in State FTA Conference at Stokes - May 11, 12, 13

A. The MSTC FTA Club sent 11 student delegates and 1 chaperon to the Conference.
B. At the conference the MSTC FTA President, Charlie Yeamans, was elected the State FTA President.

IV. Plans to Send Charlie Yeamans to National FTA Conventions June-July, 1956

A. The MSTC FTA Chapter worked very hard to raise funds to finance the participation of Charlie Yeamans at the National FTA Conventions - June - July, 1956. Through the financial cooperation of the College, the NEA, local New Jersey FTA Clubs and Chapters, and various other organizations and groups, the money was raised. Charlie Yeamans represented New Jersey at the Conventions.

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## Faculty Committees

The list of faculty committee asignments is as follows:
(See attached list)

## Foreign Students

Seven foreign students from Austria, Korea, Okinawa, Japan,

# ORGANIZATION OF FACULTY COMMITTEES

## 1956 - 1957

**COMMITTEE ON COMMITTEES**
Dr. Huber, Chairman
Dr. Fulcomer
Dr. Fraser

**COMMITTEE ON ASSEMBLY PROGRAMS**
Dr. Huber, Chairman
Mr. Ballare — Mr. Vernacchia
Dr. Fincher — Dr. Earley
Dr. McEachern — Plus students
Dr. K.O.Smith

**COMMITTEE ON CITIZENSHIP EDUCATION**
Dr. Clayton, Chairman
Mrs. Corso — Dr. Partridge
Dr. E.C.Davis — Dr. Reed
Dr. Fersh — Miss Stewart
Dr. Fincher — Dr. Van Derveer
Dr. Huber — Dr. Greene
Mr. Kops — Mr. Salt
Mrs. Meiers — Mr. Gawley
Dr. Moffatt

**COMMITTEE ON STUDENT PERSONNEL**
Dr. E.C.Davis, Chairman
Miss House — Dr. Seidman
Dr. Lutz — Mr. Haas
Dr. Freeman
Miss Sherwin
Dr. Wurts
Dr. Fersh

**COMMITTEE ON CURRICULUM**
Dr. Huber, Chairman
Dr. Atkinson — Mr. Boucher
Dr. Clayton — Miss Morse
Mr. Conrad — Dr. Bock
Dr. Fulcomer — Dr. Calcia
Dr. Hadley — Dr. Earl
Dr. D.R.Davis — Dr. Freeman
Dr. Reed — Mr. Salt
Dr. Hall — Mr. Scholl
Mr. Schmidt

**GRADUATE COUNCIL**
Dr. Ingebritsen, Chairman
Dr. Meserve — Dr. Reed
Mr. Hamilton — Dr. Rellahan
Dr. Huber — Dr. Freeman
Dr. Partridge — Dr. Frankson
Dr. Phipps - Alternate, Dr. Lutz — Mr. Fox
Mr. Ambry

11/7/56 - F

**COMMITTEE ON FOREIGN STUDENT EXCHANGE PROGRAM**
Dr. Huber, Chairman
Mr. Pettegrove — Mr. Beckwith
Dr. Fincher — Dr. Young
Mrs. Cressey
Miss Escoriaza

**COMMITTEE ON SCHOLARSHIPS**
Dr. E.C.Davis, Chairman
Dr. Huber — Mr. Siegel
Mr. Morehead — Plus head of department
Dr. Partridge — of major for candidate
Miss Sherwin — to be considered

**COMMITTEE ON CIVILIAN DEFENSE AND SAFETY**
Dr. E.C.Davis, Chairman
Mr. DeRosa — Dr. Wurts
Dr. Huber — Miss Pritchard
Dr. Milstead — Dr. Fersh
Dr. Reed — Dr. McLachlan
Miss Sherwin

**MEN'S ATHLETIC COUNCIL**
Mr. Schmidt, Chairman
Mr. Clifford — Treasurer - ex-officio
Dr. Milstead — Plus two students

**COMMITTEE ON FOOD SERVICE**
Dr. Wurts, Chairman
Miss Foster — Plus one student
Miss Pritchard

**COMMITTEE FOR BUILDING PLANS**
Members of the Administrative Council
Mr. Morehead, Executive Secretary of the Committee

**RECRUITMENT COMMITTEE**
Dr. Van Derveer, Chairman
Mr. Placek — Dr. Huber
Dr. Bock — Dr. Coder
Miss Stewart — Miss Kauffman
Mr. Ballare

**COMMITTEE ON FACULTY HANDBOOK**
Dr. Huber, Chairman
Miss House — Dr. Atkinson
Dr. E.C.Davis — Mr. Ambry
Mrs. Corso — Mr. Siegel

**COMMITTEE ON RESEARCH ABSTRACTS**
Dr. Lutz, Chairman
Dr. Froehlich — Dr. Huber
Mr. Hamilton — Dr. Phipps

France, Egypt and the Philippines were in attendance under the advisement of this office. Arrangements for speaking engagements before classes, clubs and community organizations as part of their work scholarship program are made by this office.

The list of definitely arranged programs follows:

| | |
|---|---|
| October 8 | Cosmopolitan Club of Montclair<br>Buffet Supper and Meeting |
| October 10 | Temple Beth-El Sisterhood, Plainfield<br>United Nations Program |
| October 20 | Bragaw Avenue School Parent-Teacher Association, Newark |
| October 22 | Maplewood-Millburn Chapter of the American Association for the United Nations - Tenth Anniversary Celebration program |
| November 9 | Montclair Heights Reformed Church<br>Evening Guild Meeting |
| November 28 | Girl Scout Troop 193, Bradford School, Upper Montclair |
| December 2 | South Side High School, Newark |
| December 6 | Montclair Rotary Club |
| January 7 | Montclair Heights Reformed Church<br>Tea at home of Mrs. Schenck |
| January 9 | Parent Teachers Association of Totowa Borough |
| January 23 | Parent Teachers Association, Marshall School, South Orange |
| February 7 | Bloomfield High School |
| February 22 | Parent Teacher Association, Irvington High School |
| February 23 | Woodrow Wilson Junior High School, Clifton |
| February 29 | Upper Montclair Woman's Club |
| March 5 | Sparta Rotary Club |
| March 10 | Cosmopolitan Club of Montclair |
| March 15 | Church group - Packanack Lake |
| April 11 | Parent-Teacher Association, Hazel Avenue School, West Orange |

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| | |
|---|---|
| April 23 | Parent-Teacher Association, Roseland |
| April 27 | Montclair Woman's Club |
| May 1 | Bloomfield Junior High School |

## Meetings and Conferences Attended

During the year in addition to many on campus and community meetings the Dean attended the following:

1955

| | |
|---|---|
| October 20 | Graduate Seminar Rutgers University - Consultant Speaker |
| October 24 | N.J.S.T.C. Faculty Association Conference - Jersey City |
| November 10-12 | N.J.E.A. Convention - Atlantic City |
| November 21 | East Orange High School FTA - Speaker |
| November 25-26 | Middle State Association of Colleges - Atlantic City |
| December 2 | South Side High School, Newark - Presentation of Foreign Students |
| December 22 | Rotary Club - Verona - Presentation of Foreign Students |

1956

| | |
|---|---|
| January 9-10 | Teacher Education and Professional Standard Conference - Washington D.C. |
| January 12 | Curriculum Commission - Trenton |
| February 20-21 | American Association of School Administrators - Atlantic City |
| February 26-29 | Member of Evaluation Team - Kutztown, Pa., State Teachers College, Middle States Association |
| February 29 | Woman's Club of Upper Montclair - Speaker and Panel Chairman for Foreign Students |
| March 1 | Rutgers University - Conference on College Catalogs |
| March 7 | President's and Dean's Meeting - Trenton |
| March 9 | N.J. Council of Education - Asbury Park |
| March 12 | President's Meeting - Trenton |
| March 20 | N.J.E.A. Legislative Dinner - Newark |
| March 23-24 | Eastern State Association of Professional Schools for Teachers - New York City |
| March 28 | Curriculum Commission - Trenton |
| April 4 | Redpath Program Audition - New York City |
| April 21 | N.J. Association of Colleges - Seton Hall University |
| April 27 | Montclair Woman's Club - Speaker and Panel Chairman for Foreign Students |
| May 4 | Association of S.T.C. Faculties - Jersey City |

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| | |
|---|---|
| May 21 | General Staff Meeting - Trenton |
| May 24 | Superintendent's Meeting - Trenton |

Part III. Summary of Recommendations

1. Encourage and stimulate continued departmental study of the general education program.

2. Make a complete revision of the statement of philosophy and objectives of the college.

3. Study implementation of the new curriculum and plans for accretion of staff and facilities needed.

4. Study plans for a general expansion of enrollment and needs in terms of staff and facilities.

5. Press for expanded and improved library facilities especially in view of the coming evaluation by the Middle States Association and to meet the needs of an expanded graduate program.

6. Re-study administrative assignments that are charged to teaching load.

7. Consider the consolidation of some departments into divisions for administrative functions and for the equalization of loads of departmental heads.

8. Re-study faculty teaching loads in relation to practices in the other State Teachers Colleges.

9. The need for full time secretarial assistance is reemphasized from last year's report.

It is gratifying to note that at the time of final preparation of this report, seven out of the ten general recommendations made in last year's report have been carried out or are currently in process of completion. This report therefore closes on a distinct note of optimism in terms of accomplishment and also outlook for the future.

Respectfully submitted,

C. M. Huber
Dean of Instruction

February 6, 1957

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Office of the Registrar

Report to the President
Academic Year
1955---1956

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR
Office of the Registrar

Report to the President
Academic Year
1955 - 1956

UNDERGRADUATES

Trends and Developments

The total gross enrollment of the undergraduate division for the academic year 1955-56 represented all counties of the State and included four out-of-state residents:

Registrar's Office
Table I

ANALYSIS OF ENROLLMENT
Year, 1955-56

Undergraduate Division Gross Enrollment by Counties

| County | Men | Women | Total | Percentage of Total Enrollment |
|---|---|---|---|---|
| Atlantic | 8 | 2 | 10 | |
| Bergen | 78 | 107 | 185 | 15.21 |
| Burlington | 1 | 3 | 4 | |
| Camden | 3 | - | 3 | |
| Cape May | - | 1 | 1 | |
| Cumberland | 1 | 6 | 7 | |
| Essex | 194 | 249 | 443 | 36.43 |
| Gloucester | 1 | 1 | 2 | |
| Hudson | 69 | 78 | 147 | 12.09 |
| Hunterdon | 1 | 3 | 4 | |
| Mercer | - | 2 | 2 | |
| Middlesex | 6 | 21 | 27 | 2.22 |
| Monmouth | 10 | 21 | 31 | 2.55 |
| Morris | 23 | 21 | 44 | 3.62 |
| Ocean | 5 | 4 | 9 | |
| Passaic | 60 | 123 | 183 | 15.05 |
| Salem | - | 1 | 1 | |
| Somerset | 1 | 1 | 2 | |
| Sussex | 4 | 4 | 8 | |
| Union | 36 | 56 | 92 | 7.57 |
| Warren | 2 | 5 | 7 | |
| Out-of-state | - | 4 | 4 | |
| Total | 503 | 713 | 1,216 | |

# [illegible] STATE TEACHERS COLLEGE AT [illegible]
## Report of the Registrar

Report to the President
Academic Year
1955 - 1956

Transcriptions:

Trends and Developments:

The least gross enrollment of the undergraduate division for the institution since 1955-56 representent all counties of the State and included four out-of-state residents.

Registrar's Office
Table I

ENROLLMENT BY COUNTIES
Year, 1955-56

Undergraduate Division Data Enrollment by Counties

| County | Men | Women | Total | Percentage of Total Enrollment |
|---|---|---|---|---|
| Atlantic | 8 | 2 | 10 | |
| Bergen | 70 | 127 | 197 | 15.41 |
| Burlington | 1 | 3 | 4 | |
| Camden | 3 | - | 3 | |
| Cape May | - | 1 | 1 | |
| Cumberland | 1 | 4 | 5 | |
| Essex | 318 | 294 | 612 | 36.43 |
| Gloucester | 2 | 1 | 3 | |
| Hudson | 69 | 78 | 147 | 14.00 |
| Hunterdon | 1 | 3 | 4 | |
| Mercer | - | 5 | 5 | |
| Middlesex | 8 | 23 | 27 | 2.22 |
| Monmouth | 10 | 21 | 31 | 2.30 |
| Morris | 23 | 11 | 34 | 1.42 |
| Ocean | 2 | 4 | 6 | |
| Passaic | 71 | 122 | 193 | 15.08 |
| Salem | - | 1 | 1 | |
| Somerset | 1 | 1 | 2 | |
| Sussex | 4 | 4 | 8 | |
| Union | 32 | 56 | 88 | 7.57 |
| Warren | 2 | 5 | 7 | |
| Out-of-State | - | 1 | 1 | |
| Total | 621 | 718 | 1,339 | |

Distribution by counties, Fall 1955, represented all counties of the State and included four out-of-state residents:

Registrar's Office
Table II

ANALYSIS OF ENROLLMENT

FALL, 1955

Undergraduate Division by Counties

| County | Men | Women | Total | Percentage of Total Enrollment |
|---|---|---|---|---|
| Atlantic | 8 | 2 | 10 | |
| Bergen | 78 | 104 | 182 | 15.15 |
| Burlington | 1 | 3 | 4 | |
| Camden | 3 | - | 3 | |
| Cape May | - | 1 | 1 | |
| Cumberland | 1 | 6 | 7 | |
| Essex | 190 | 251 | 441 | 36.72 |
| Gloucester | 1 | 1 | 2 | |
| Hudson | 69 | 78 | 147 | 12.24 |
| Hunterdon | 1 | 3 | 4 | |
| Mercer | - | 1 | 1 | |
| Middlesex | 5 | 21 | 26 | 2.16 |
| Monmouth | 11 | 21 | 32 | 2.66 |
| Morris | 22 | 20 | 42 | 3.50 |
| Ocean | 5 | 4 | 9 | |
| Passaic | 58 | 123 | 181 | 15.07 |
| Salem | - | 1 | 1 | |
| Somerset | 1 | 1 | 2 | |
| Sussex | 4 | 4 | 8 | |
| Union | 34 | 54 | 88 | 7.33 |
| Warren | 1 | 5 | 6 | |
| Out-of-state | - | 4 | 4 | |
| Total | 493 | 708 | 1,201 | |

Distribution by counties, fall 1955, representing all counties of the State and including four out-of-state residents:

Superintendent's Office
Table II

## Location of Students

### Fall, 1955

### Undergraduate Division by Counties

| County | Men | Women | Total | Percentage of Total Enrollment |
|---|---|---|---|---|
| Allegheny | 2 | 2 | 10 | |
| Berkeley | 90 | 1[illegible] | 2[illegible] | 16.[illegible] |
| Boone | 2 | 3 | 5 | |
| Cabell | 3 | - | 3 | |
| Clay | - | 1 | 1 | |
| Gilmer | 1 | | 1 | |
| Greenbrier | 120 | [illegible] | [illegible] | 3[illegible].[illegible] |
| Jackson | 2 | 1 | 3 | |
| Kanawha | 69 | 7[illegible] | [illegible] | 1[illegible].[illegible] |
| Lincoln | 1 | 1 | 2 | |
| Logan | - | 1 | 1 | |
| McDowell | 2 | 4[illegible] | 6[illegible] | 1.[illegible] |
| Mercer | 12 | 2[illegible] | [illegible] | 1.[illegible] |
| Mineral | 2[illegible] | 2[illegible] | 5[illegible] | 1.[illegible] |
| Ohio | 2 | 4 | 6 | |
| Pocahontas | 7[illegible] | [illegible] | [illegible] | 1[illegible].[illegible] |
| Putnam | - | 1 | 1 | |
| Raleigh | 1 | 1 | 2 | |
| Summers | 1 | 1 | 2 | |
| Tyler | 7[illegible] | [illegible] | 2[illegible] | 1.[illegible] |
| Wayne | 1 | 2 | 3 | |
| Wyoming | 1 | 2 | 3 | |
| Out-of-state | - | 4 | 4 | |
| Total | 1[illegible] | [illegible] | 1,[illegible] | |

Distribution by counties, Spring 1956, represented all counties of the State and included four out-of-state residents:

Registrar's Office
Table III

ANALYSIS OF ENROLLMENT

SPRING, 1956

Undergraduate Division by Counties

| County | Men | Women | Total | Percentage of Total Enrollment |
|---|---|---|---|---|
| Atlantic | 8 | 2 | 10 | |
| Bergen | 73 | 101 | 174 | 15.01 |
| Burlington | 1 | 2 | 3 | |
| Camden | 3 | - | 3 | |
| Cape May | - | 1 | 1 | |
| Cumberland | 1 | 6 | 7 | |
| Essex | 189 | 237 | 426 | 36.76 |
| Gloucester | 1 | 1 | 2 | |
| Hudson | 65 | 73 | 138 | 11.91 |
| Hunterdon | 1 | 3 | 4 | |
| Mercer | - | 2 | 2 | |
| Middlesex | 6 | 21 | 27 | 2.33 |
| Monmouth | 10 | 19 | 29 | 2.50 |
| Morris | 19 | 20 | 39 | 3.36 |
| Ocean | 5 | 4 | 9 | |
| Passaic | 57 | 120 | 177 | 15.27 |
| Salem | - | 1 | 1 | |
| Somerset | 1 | 1 | 2 | |
| Sussex | 4 | 4 | 8 | |
| Union | 34 | 51 | 85 | 7.33 |
| Warren | 3 | 5 | 8 | |
| Out-of-state | - | 4 | 4 | |
| Total | 481 | 678 | 1,159 | |

Distribution by counties, Spring 1971, professional all students at campus of the State and Locations for out-of-state residents:

Registrar's Office
Table III

ANALYSIS OF ENROLLMENT

SPRING, 1971

Undergraduate Students in Residence

| County | Men | Women | Total | Percentage of Total Enrollment |
|---|---|---|---|---|
| Alleghany | 5 | 4 | 10 | |
| Ashe | 75 | 45 | 120 | 12.0% |
| Beaufort | 1 | 6 | 7 | |
| Camden | 2 | - | 2 | |
| Chowan | - | 3 | 3 | |
| Currituck | 1 | 5 | 6 | |
| Dare | 105 | 227 | 332 | 33.1% |
| Gates | 3 | 7 | 10 | |
| Hertford | 95 | 75 | 170 | 16.9% |
| Martin | 1 | 5 | 6 | |
| Pasquotank | - | 2 | 2 | |
| Perquimans | 6 | 11 | 17 | 1.7% |
| Tyrrell | 13 | 12 | 25 | 2.5% |
| Washington | 19 | 20 | 39 | 3.9% |
| Other | 5 | 6 | 11 | |
| Foreign | 57 | 120 | 177 | 17.6% |
| Other | - | 1 | 1 | |
| Guarantee | 1 | 1 | 2 | |
| Unknown | 4 | 4 | 8 | |
| Total | 70 | 72 | 142 | 7.1% |
| Active | 3 | 5 | 8 | |
| Out-of-state | - | 1 | 1 | |
| Total | 607 | 672 | 1,279 | |

The distribution of enrollments by departments for the gross enrollment, for the Fall 1955, and for the Spring 1956, are shown in Tables IV, V, and VI, which follow:

Registrar's Office
Table IV

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Gross Enrollment 1955-56
Distribution by Departments and Classes

| Curricula for Secondary Teachers | Year in College: First | | Second | | Third | | Fourth | | Men | | Women | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Vet. | N.V. | Vet. | N.V. | Vet. | N.V. | Vet. | N.V. | Vet. | N.V. | Vet. | N.V. | |
| Business Ed. | 6 | 37 | 11 | 42 | 3 | 28 | 8 | 36 | 27 | 70 | 1 | 73 | 171 |
| English | 5 | 66 | 2 | 59 | 3 | 61 | - | 40 | 9 | 28 | 1 | 198 | 236 |
| Fine Arts | 5 | 22 | 3 | 16 | - | 1 | - | - | 8 | 12 | - | 27 | 47 |
| French | - | 12 | 1 | 9 | 1 | 10 | 1 | 8 | 2 | 6 | 1 | 33 | 42 |
| Latin | - | 5 | 1 | - | - | 1 | - | 1 | 1 | 1 | - | 6 | 8 |
| Spanish | 1 | 10 | - | 9 | - | 10 | - | 10 | 1 | 8 | - | 31 | 40 |
| Home Economics | - | 19 | - | 13 | - | - | - | - | - | - | - | 32 | 32 |
| Industrial Arts | 12 | 17 | 16 | 6 | 1 | 1 | - | - | 29 | 24 | - | - | 53 |
| Mathematics | - | 35 | 6 | 28 | 5 | 12 | 2 | 21 | 12 | 23 | - | 73 | 109 |
| Music | 1 | 23 | 4 | 12 | 5 | 7 | 3 | 12 | 13 | 24 | - | 30 | 67 |
| Science | 3 | 33 | 4 | 21 | 5 | 17 | 2 | 17 | 14 | 42 | - | 46 | 102 |
| Social Studies | 6 | 77 | 14 | 59 | 6 | 49 | 4 | 55 | 30 | 109 | - | 131 | 270 |
| Speech | 1 | 7 | - | 11 | - | 9 | - | 11 | 1 | 8 | - | 30 | 39 |
| Total | 40 | 363 | 62 | 285 | 29 | 206 | 20 | 211 | 148 | 355 | 3 | 710 | 1,216 |

The distribution of enrollments by departments for the grade secondary, for the fall term, and for the spring term of 1964, are shown in Table 27, 28, and 29, Appendix Section.

Enrollments - Grades
Table 27

[illegible]
Comprehensive Principal - Grade Secondary 1963-64
Distribution by Departments and Classes

| Curriculum for secondary students | Class in Grades | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | First | | | | Second | | | | Third | | | | Fourth | | | | Non | | | | Special | | | | Total |
| | Fem. | | Mal. | | Fem. | | Mal. | | Fem. | | Mal. | | Fem. | | Mal. | | Fem. | | Mal. | | Fem. | | Mal. | | |
| Business Ed. | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| English | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| Fine Arts | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| Foreign | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| Health | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| Industrial | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| Home Economics | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| Commercial Arts | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| Mathematics | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| Music | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| Science | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| Social Studies | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| Guidance | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |
| Total | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] | | [illegible] |

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Table V

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Fall, 1955
Distribution by Departments and Classes

| Curricula For Secondary Teachers | Year In College: First Vet. | First N.V. | Second Vet. | Second N.V. | Third Vet. | Third N.V. | Fourth Vet. | Fourth N.V. | Men Vet. | Men N.V. | Women Vet. | Women N.V. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Business Ed. | 7 | 44 | 10 | 35 | 5 | 26 | 7 | 34 | 28 | 68 | 1 | 71 | 168 |
| English | 6 | 70 | 2 | 64 | 2 | 54 | - | 35 | 9 | 29 | 1 | 194 | 233 |
| Fine Arts | 6 | 23 | 2 | 14 | - | 1 | - | - | 8 | 11 | - | 27 | 46 |
| French | - | 12 | 2 | 12 | 1 | 8 | - | 6 | 2 | 6 | 1 | 32 | 41 |
| Latin | 1 | 5 | - | - | - | 1 | - | 1 | 1 | 1 | - | 6 | 8 |
| Spanish | 2 | 16 | - | 10 | - | 10 | - | 8 | 2 | 7 | - | 37 | 46 |
| Home Economics | - | 22 | - | 9 | - | - | - | - | - | - | - | 31 | 31 |
| Industrial Arts | 15 | 20 | 14 | 5 | - | - | - | - | 29 | 25 | - | - | 54 |
| Mathematics | 2 | 39 | 5 | 28 | 4 | 17 | 1 | 16 | 12 | 27 | - | 73 | 112 |
| Music | 1 | 30 | 5 | 6 | 4 | 9 | 2 | 9 | 12 | 24 | - | 30 | 66 |
| Science | 6 | 34 | 3 | 18 | 3 | 16 | 2 | 15 | 14 | 39 | - | 44 | 97 |
| Social Studies | 6 | 84 | 13 | 61 | 4 | 43 | 5 | 46 | 28 | 103 | - | 131 | 262 |
| Speech | 1 | 7 | - | 11 | - | 10 | - | 8 | 1 | 7 | - | 29 | 37 |
| Total | 53 | 406 | 56 | 273 | 23 | 195 | 17 | 178 | 146 | 346 | 3 | 705 | 1,201 |

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Table 1

**Majors of Graduates**
**Undergraduate Division, Fall, 1965**
**Distribution by Departments and Classes**

| Department | Years in College | | | | | | | | | | | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | First | | | | Second | | | | Third | | | | Fourth | | | | Other | | | | Unknown | | | | |
| | Men | | Women | | Men | | Women | | Men | | Women | | Men | | Women | | Men | | Women | | Men | | Women | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | |
| Anthropology | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Economics | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Home Econ. | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Trades | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Music | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Physics | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Psychology | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Sociology | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Zoology | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Other | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| Total | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |

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Table VI

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Spring, 1956
Distribution by Departments and Classes

| Curricula for Secondary Teachers | Year In College: First | | Second | | Third | | Fourth | | Men | | Women | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Vet. | N.V. | Vet. | N. V. | Vet. | N.V. | Vet. | N. V. | Vet. | N.V. | Vet. | N.V. | |
| Business Ed. | 5 | 35 | 11 | 42 | 3 | 27 | 7 | 36 | 25 | 69 | 1 | 71 | 166 |
| English | 4 | 59 | 2 | 57 | 3 | 59 | - | 38 | 9 | 27 | - | 186 | 222 |
| Fine Arts | 5 | 20 | 3 | 16 | - | 1 | - | - | 8 | 12 | - | 25 | 45 |
| French | - | 12 | 1 | 8 | 1 | 10 | 1 | 8 | 2 | 6 | 1 | 32 | 41 |
| Latin | - | 5 | 1 | - | - | 1 | - | 1 | 1 | 1 | - | 6 | 8 |
| Spanish | 1 | 9 | - | 8 | - | 10 | - | 10 | 1 | 8 | - | 29 | 38 |
| Home Economics | - | 18 | - | 13 | - | - | - | - | - | - | - | 31 | 31 |
| Industrial Arts | 12 | 15 | 15 | 6 | 1 | 1 | - | - | 28 | 22 | - | - | 50 |
| Mathematics | - | 32 | 6 | 25 | 5 | 12 | 2 | 21 | 13 | 20 | - | 70 | 103 |
| Music | 1 | 21 | 4 | 12 | 4 | 6 | 3 | 10 | 12 | 23 | - | 26 | 61 |
| Science | 3 | 30 | 4 | 21 | 5 | 16 | 2 | 16 | 14 | 41 | - | 42 | 97 |
| Social Studies | 6 | 68 | 14 | 59 | 6 | 48 | 4 | 54 | 30 | 101 | - | 128 | 259 |
| Speech | 1 | 7 | - | 11 | - | 9 | - | 10 | 1 | 7 | - | 30 | 38 |
| Total | 38 | 331 | 61 | 278 | 28 | 200 | 19 | 204 | 144 | 337 | 2 | 676 | 1,159 |

Legislature's Office
Table VI

**ANALYSIS OF SUPERVISORS**
Correspondence to Citizens, Period, 1970
Classification by Correspondence and Channel

| Correspondence for consideration Inquiries | Total | | Second | | Third | | Fourth | | Fifth | | Sixth | | Seventh | | Eighth | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | |
| Business Ad. | 3 | 4% | 11 | 8% | 2 | 2% | 7 | 8% | 2% | 2% | 2% | 1% | 1 | 1% | | | 1% |
| Counsel | 6 | 5% | 9 | 5% | 7 | 5% | - | 5% | 4 | 2% | - | | - | 100% | | | 2% |
| Air & Air | 2 | 2% | 2 | 2% | - | 1 | - | - | - | 1% | - | | - | | | | 1% |
| Fiscal | - | 1% | 1 | 4% | 1 | 1% | 1 | - | - | 1 | 1 | | 1 | 2% | | | 1% |
| Labor | - | 1 | 1 | - | - | 1 | - | 1 | 1 | 1 | 1 | | - | 4 | | | 1 |
| Medical | 1 | 2 | - | 6 | - | 4% | - | 1% | 1 | 2 | - | | - | 2% | | | 3% |
| Home Economics | - | 2% | - | 1% | - | - | - | - | - | - | - | | - | 1% | | | 1% |
| Industrial Life | 1% | 1% | 1% | 4 | 1 | 4 | - | - | 2% | 2% | - | | - | - | | | 2% |
| Welfare-Aging | - | 2% | 1 | 2% | 1 | 1% | 1 | 1% | 1% | 1% | - | | - | 1% | | | 1% |
| Music | 1 | 1% | 4 | 1 | - | 1 | 1 | 1% | 1% | 1% | - | | - | 1 | | | 1% |
| Education | 1 | 3% | 1 | 3% | 1 | 4 | 1 | 1% | 1% | 1% | - | | - | 1% | | | 2% |
| Dental Studies | 4 | 4% | 1% | 3% | 1 | 4% | 1 | 3% | 3% | 1% | - | | - | 1% | | | 2% |
| Agenda | 1 | - | - | 1 | - | - | - | 1% | - | 1 | - | | - | - | | | 1% |
| Total | 39 | 71% | 41 | 171% | 20 | 90% | 10 | 200% | 1% | 90% | 2 | 40% | 2 | 100% | | | 1,000% |

ADVANCED STANDING

Advanced standing students admitted during 1955-56 totaled 54.

The distribution by class was:

| | |
|---|---|
| Freshmen | 23 |
| Sophomore | 16 |
| Junior | 8 |
| Senior | 7 |
| Total | 54 |

The distribution by department was:

| | |
|---|---|
| Business Education | 11 |
| English | 6 |
| Fine Arts | 4 |
| French | 2 |
| Latin | 1 |
| Spanish | 2 |
| Home Economics | 1 |
| Industrial Arts | 2 |
| Mathematics | 8 |
| Music | 1 |
| Science | 6 |
| Social Studies | 8 |
| Speech | 2 |
| Total | 54 |

Of the 54 students admitted with advanced standing, 24 were former Montclair State Teachers College students who returned to complete their teacher training.

## ADVANCED STANDING

Advanced standing privileges obtained during 1970-71 totaled 34.

The distribution by class was:

| | |
|---|---|
| Freshmen | 23 |
| Sophomores | 10 |
| Juniors | 1 |
| Seniors | 1 |
| Total | 35 |

The distribution by department was:

| | |
|---|---|
| Business Education | 1 |
| English | 1 |
| Fine Arts | 4 |
| French | 1 |
| Latin | 1 |
| Physics | 1 |
| Home Economics | 2 |
| Industrial Arts | 1 |
| Mathematics | 1 |
| Music | 1 |
| Science | 2 |
| Social Studies | 8 |
| Spanish | 9 |
| Total | 34 |

Of the 34 students matriculated with advanced standing, 31 were future Honorable Order Tuckahoe Junior Honor Society members and returned to continue their academic learning.

FRESHMEN

There were 707 candidates for admission to the Freshman Class who took the entrance examination during 1955-56 as compared to 659 for the previous year. Of the total number, 542 were accepted for admission in September 1956. There were 91 who passed the tests, but were not accepted because of speech difficulties, crowded major fields, high school recommendations, or out-of-state residency. Seventy-four candidates failed the examination and were rejected. Entrance examinations were held at the College on March 5, May 7, and July 11.

Registrar's Office
Table VII

ENTRANCE EXAMINATION SUMMARY, 1955-56

| | Total Taking | Accepted | Passed-- Not Accepted | Failed |
|---|---|---|---|---|
| Business Ed. | 117 | 68 | 17 | 32 |
| English | 96 | 93 | - | 3 |
| Fine Arts | 43 | 31 | 9 | 3 |
| French | 22 | 19 | 3 | - |
| Latin | 11 | 11 | - | - |
| Spanish | 17 | 15 | - | 2 |
| Home Economics | 43 | 36 | 3 | 4 |
| Industrial Arts | 47 | 28 | 11 | 8 |
| Mathematics | 64 | 51 | 11 | 2 |
| Music | 43 | 39 | - | 4 |
| Science | 45 | 40 | 2 | 3 |
| Social Studies | 142 | 99 | 31 | 12 |
| Speech | 17 | 12 | 4 | 1 |
| Total | 707 | 542 | 91 | 74 |

There were a total of approximately 960 freshman applications filed. Some were not completed and others failed to attend or withdrew before the entrance examination.

## FRESHMEN

There were 707 candidates for admission as New Freshmen Class who took the entrance examination during 1955-56 as compared to 659 for the previous year. Of the total number, 542 were accepted for admission in September 1956. There were 71 who passed the tests, but were not accepted because of speech difficulties, crowded major fields, high school recommendations, or out-of-state residency. Seventy-four candidates failed the examination and were rejected. Entrance examinations were held at the College on March 5, May 7, and July 22.

Registrar's Office
Table VII

### ENTRANCE EXAMINATION SUMMARY, 1955-56

| | Total Taking | Accepted | Not Accepted — Passed | Failed |
|---|---|---|---|---|
| Business Ed. | 117 | 96 | 17 | 4 |
| English | 96 | 93 | - | 3 |
| Fine Arts | 42 | 32 | 4 | 6 |
| French | 24 | 19 | 5 | - |
| Latin | 12 | 12 | - | - |
| Spanish | 47 | 43 | - | 8 |
| Home Economics | 43 | 36 | 3 | 4 |
| Industrial Arts | 47 | 24 | 11 | 6 |
| Mathematics | 64 | 52 | 11 | 2 |
| Music | 43 | 39 | - | 4 |
| Science | 45 | 43 | 2 | 2 |
| Social Studies | 124 | 99 | 22 | 3 |
| Speech | 17 | 12 | 4 | 1 |
| Total | 707 | 542 | 71 | 74 |

There were a total of approximately 900 Freshmen applicants filed. Some were not completed and others failed to attend or finished during the entrance examination.

ENROLLMENT

Registrar's Office
Table VIII

STATUS OF STUDENT MEMBERSHIP
End of Fall and Spring Semesters, 1955-56

| | Fall, 1955 | | | Spring, 1956 | | |
|---|---|---|---|---|---|---|
| | Men | Women | Total | Men | Women | Total |
| Total Semester Registration | 493 | 708 | 1,201 | 481 | 678 | 1,159* |
| Number of Withdrawals during Semester | 16 | 28 | 44 | 7 | 13 | 20 |
| Number of Dismissals during Semester | 4 | 2 | 6 | 10 | 13 | 23 |
| Number of Graduates during Semester | - | - | - | 84 | 116 | 200 |
| Number enrolled at end of Semester | 473 | 678 | 1,151* | 380 | 536 | 916 |

*Seven seniors completed requirements at end of Fall Semester and therefore did not enroll in the Spring. Formal conferment of the degree was June 14, 1956. In addition 15 advanced standing students were admitted at mid-term.

Reasons for Withdrawals:

| | | | | | | |
|---|---|---|---|---|---|---|
| Lack of Funds | 4 | 5 | 9 | 3 | 2 | 5 |
| Health | 2 | 4 | 6 | - | - | - |
| Transfer | - | 5 | 5 | 1 | 4 | 5 |
| Marriage | - | 4 | 4 | - | 2 | 2 |
| Family Reasons | 2 | 4 | 6 | - | 1 | 1 |
| Not Interested in Teaching | 2 | 2 | 4 | 1 | - | 1 |
| Moved from State | - | 2 | 2 | - | 3 | 3 |
| U. S. Service | 3 | - | 3 | 1 | - | 1 |
| Employment | 3 | 2 | 5 | 1 | - | 1 |
| Death | - | - | - | - | - | - |
| None Given | - | - | - | - | 1 | 1 |

Reasons for Dismissals

| | | | | | | |
|---|---|---|---|---|---|---|
| Discipline | 1 | 2 | 3 | - | - | - |
| Low Scholarship | 3 | - | 3 | 10 | 13 | 23 |
| Poor Health | - | - | - | - | - | - |

SUMMER SESSION

There was no undergraduate summer session for the Summer of 1955. a few courses (mainly elementary or senior) were available for undergraduate students. A total of 59 undergraduates enrolled. There were covered in Miss Favor's report.

Registration

Registrar's Office
Table VIII

STATEMENT OF STUDENT CONDITIONS
Use of Pass and Course Designations, 1950-51

| | Jan., 1950 | | | Sept., 1950 | | |
|---|---|---|---|---|---|---|
| | Men | Women | Total | Men | Women | Total |
| Total Regular Registration | 805 | 700 | 1,505 | 1,025 | 197 | 1,222 |
| Number of Students taking Course | 38 | 19 | 44 | 7 | 13 | 20 |
| Number of Students during Semester | 4 | 2 | 6 | 10 | 14 | 24 |
| Number of Graduates during Semester | - | - | - | 24 | 1,2 | 26 |
| Number enrolled at end of Semester | 473 | 279 | 1,154 | 1,0 | 1,2 | 2,0 |

Women students completed requirements in and at full course for the
therefore did not enroll in the Spring. Final conferment of the
degree was done in 1950. In addition 1[illegible] summer graduate students
degrees were conferred in April.

Reasons for Withdrawals:

| | | | | | | |
|---|---|---|---|---|---|---|
| Lack of funds | 4 | 2 | 6 | 2 | 2 | 4 |
| Health | 2 | - | 2 | - | - | - |
| Transfer | - | - | - | 2 | 4 | 6 |
| Marriage | - | - | - | - | 2 | 2 |
| Family Reasons | 2 | 4 | 6 | - | 1 | 1 |
| Not Interested in Training | 2 | 2 | 4 | - | 1 | 1 |
| Moved from State | - | - | - | 1 | - | 1 |
| U. S. Service | - | 2 | 2 | 1 | - | 1 |
| Employment | - | - | - | - | - | - |
| Death | - | - | - | - | 1 | 1 |
| Been Given | | | | | | |

Reasons for Disciplinary

| | | | | | | |
|---|---|---|---|---|---|---|
| Disciplinary | 1 | 2 | 3 | - | - | - |
| Low Scholarship | 2 | - | 2 | 22 | 12 | 23 |
| Poor Health | - | - | - | - | - | - |

Summer Session

There was no undergraduate summer session for the Summer of 1950. A
few graduate (mainly elementary or junior) were available for undergraduate
students. A total of 23 undergraduates enrolled. These were covered in
Miss Jones's report.

37

TRENDS IN ENROLLMENT

FRESHMAN: Freshman enrollment 1955-56 was as follows:

| | | |
|---|---|---|
| September, 1955 | 205 | Men |
| | 254 | Women |
| | 459 | Total |

Of this total, 172 men and 231 women were entering college for the first time. The balance were advanced freshmen. There was no entering freshman class in January, 1956.

SUMMER SESSION: The percentage of yearly enrollment of undergraduates in attendance during summer session has been as follows:

| | | |
|---|---|---|
| 1945 | - | 29.9% |
| 1946 | - | 37.2% |
| 1947 | - | 30% |
| 1948 | - | 35% |
| 1949 | - | 25% |
| 1950 | - | 10% |
| 1951 | - | 7% |
| 1952 | - | 6% |
| 1953 | - | 6% |
| 1954 | - | 6% |
| 1955 | - | 10% |

STUDENT PERSONNEL:

Registrar's Office
Table IX

BREAKDOWN BY MEN AND WOMEN

| | Men | | Women | | Total | |
|---|---|---|---|---|---|---|
| | Sept. | Feb. | Setp. | Feb. | Sept. | Feb. |
| 1945-46 | 82 | 197 | 661 | 664 | 743 | 861 |
| 1946-47 | 450 | 555 | 673 | 686 | 1123 | 1241 |
| 1947-48 | 640 | 691 | 651 | 676 | 1291 | 1367 |
| 1948-49 | 632 | 583 | 655 | 621 | 1287 | 1204 |
| 1949-50 | 559 | 489 | 639 | 605 | 1198 | 1094 |
| 1950-51 | 478 | 413 | 595 | 578 | 1073 | 991 |
| 1951-52 | 405 | 375 | 616 | 593 | 1021 | 968 |
| 1952-53 | 394 | 368 | 559 | 538 | 953 | 906 |
| 1953-54 | 379 | 351 | 600 | 586 | 979 | 937 |
| 1954-55 | 408 | 391 | 653 | 628 | 1061 | 1019 |
| 1955-56 | 493 | 481 | 708 | 678 | 1201 | 1159 |

The increase in enrollment is continuing. This is due partly to (1) veteran entrance; (2) the new majors now being offered; and (3) to the increase in the number of students seeking entrance to institutions of higher learning. This upswing should continue because of the three points listed above and because of the increase in the need for teachers.

## TABLE IV CONTINUED

[illegible]: Freshman enrollment 1955-56 was as follows:

| | |
|---|---|
| Men | 326 |
| Women | 326 |
| Total | 652 |

Of this total, 117 men and 232 women were entering college for the first time. The balance were returned freshmen. There are no entering freshmen since in January, 1956.

[illegible] SECTION: The percentage of public enrollment of undergraduates in attendance at the summer session has been as follows:

| | |
|---|---|
| 1945 | 29.3% |
| 1946 | 37.5% |
| 1947 | [illegible] |
| 1948 | [illegible] |
| 1949 | [illegible] |
| 1950 | 12% |
| 1951 | [illegible] |
| 1952 | [illegible] |
| 1953 | [illegible] |
| 1954 | [illegible] |
| 1955 | [illegible] |

[illegible] [illegible]:

Registrar's Office
Table V

SUMMARY OF MEN AND WOMEN

| | Men | | Women | | Total | |
|---|---|---|---|---|---|---|
| | Jan. | Feb. | Jan. | Feb. | Jan. | Feb. |
| 1945-46 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| 1946-47 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| 1947-48 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| 1948-49 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| 1949-50 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| 1950-51 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| 1951-52 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| 1952-53 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| 1953-54 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| 1954-55 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| 1955-56 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |

The increase in enrollment is continuing. This is due partly to (1) veterans returns; (2) the new regions now being offered; and (3) to the increase in the number of students seeking advanced degrees in institutions of higher learning. This upward should continue because of the large points listed above and because of the increase in the baby boom.

GRADUATES

I. BACHELOR OF ARTS DEGREE

The following is a study of the graduating classes from May 1946 through June 1956.

| Date of Graduation | Number Graduated |
|---|---|
| May, 1946 | 107 |
| August, 1946 | 34 |
| June, 1947 | 173 |
| August, 1947 | 21 |
| June, 1948 | 236 |
| August, 1948 | 31 |
| June, 1949 | 295 |
| August, 1949 | 34 |
| June, 1950 | 333 |
| August, 1950 | 17 |
| June, 1951 | 236 |
| August, 1951 | 10 |
| June, 1952 | 246 |
| August, 1952 | 7 |
| June, 1953 | 207 |
| August, 1953 | 6 |
| June, 1954 | 201 |
| August, 1954 | 6 |
| June, 1955 | 197 |
| August, 1955 | 7 |
| June, 1956 | 200 |

Total A. B. Graduates since 1930 is 5,230.

Registrar's Office
Table X

Analysis of Graduation
Distribution by Departments
Students Receiving A. B. Degree, August 5, 1955

| Major | Men | Women | Total |
|---|---|---|---|
| Business Education | - | 3 | 3 |
| English | - | 2 | 2 |
| Mathematics | - | 1 | 1 |
| Music | 1 | - | 1 |
| Total | 1 | 6 | 7 |

Registrar's Office
Table XI

Analysis of Graduation
Distribution of Elementary Certification
Students Receiving A. B. Degree August 5, 1955

| Certification | Men | Women | Total |
|---|---|---|---|
| Full Limited | - | 4 | 4 |
| Provisional | - | 1 | 1 |
| None | 1 | 1 | 2 |
| Total | 1 | 6 | 7 |

Registrar's Office
Table XII

Analysis of Graduation
Distribution by Departments
Students Receiving A. B. Degree June 14, 1956

| Major | Men | Women | Total |
|---|---|---|---|
| Business Education | 32 | 8 | 40 |
| English | 4 | 36 | 40 |
| French | 1 | 6 | 7 |
| Latin | - | 1 | 1 |
| Spanish | 2 | 7 | 9 |
| Mathematics | 6 | 14 | 20 |
| Music | 2 | 6 | 8 |
| Science | 6 | 8 | 14 |
| Social Studies | 28 | 23 | 51 |
| Speech | 3 | 7 | 10 |
| Total | 84 | 116 | 200 |

Registrar's Office
Table XIII

Analysis of Graduation
Distribution of Elementary Certification
Students Receiving A. B. Degree June 14, 1956

| Certification | Men | Women | Total |
|---|---|---|---|
| Full Limited | 14 | 61 | 75 |
| Provisional | 53 | 48 | 101 |
| None | 17 | 7 | 24 |
| Total | 84 | 116 | 200 |

40

II. MASTER OF ARTS DEGREE

The following is a study of the graduating classes from May 1946 through June 1956.

| Date of Graduation | Number Graduated |
|---|---|
| May, 1946 | 49 |
| August, 1946 | 18 |
| June, 1947 | 51 |
| August, 1947 | 39 |
| June, 1948 | 55 |
| August, 1948 | 32 |
| June, 1949 | 63 |
| August, 1949 | 37 |
| June, 1950 | 85 |
| August, 1950 | 52 |
| June, 1951 | 81 |
| August, 1951 | 48 |
| June, 1952 | 63 |
| August, 1952 | 58 |
| June, 1953 | 64 |
| August, 1953 | 42 |
| June, 1954 | 63 |
| August, 1954 | 35 |
| June, 1955 | 86 |
| August, 1955 | 44 |
| June, 1956 | 93 |

Total number of A. M. Graduates since 1933 is 1,682.

Registrar's Office
Table XIV

Analysis of Master of Arts Graduates

| Year | Graduates Montclair State Teachers College | Graduates Other Colleges | Total |
|---|---|---|---|
| 1946 | 32 | 15 | 25 |
| 1947 | 30 | 60 | 90 |
| 1948 | 36 | 51 | 87 |
| 1949 | 41 | 59 | 100 |
| 1950 | 63 | 74 | 137 |
| 1951 | 62 | 67 | 129 |
| 1952 | 53 | 68 | 121 |
| 1953 | 35 | 71 | 106 |
| 1954 | 53 | 45 | 98 |
| 1955 | 70 | 60 | 130 |
| 1956 | 48 | 45 | 93* |
| Total | 779 | 903 | 1,682 |

*This does not include 38 who were graduated August 10, 1956.

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Registrar's Office
Table XV

Analysis of Graduation
Distribution by Departments
Students Receiving A. M. Degree, August 5, 1955

| Major | Men | Women | Total |
|---|---|---|---|
| Administration & Supervision | 4 | 1 | 5 |
| Business Education | 12 | 7 | 19 |
| English | - | 3 | 3 |
| Personnel & Guidance | 2 | 5 | 7 |
| Science | 2 | - | 2 |
| Social Studies | 4 | 4 | 8 |
| Total | 24 | 20 | 44 |

Registrar's Office
Table XVI

Analysis of Graduation
Distribution by Departments
Students Receiving A. M. Degree, June 14, 1956

| Major | Men | Women | Total |
|---|---|---|---|
| Administration & Supervision | 36 | 16 | 52 |
| Business Education | 4 | 2 | 6 |
| English | 2 | 5 | 7 |
| Spanish | 1 | - | 1 |
| Mathematics | 1 | 2 | 3 |
| Personnel & Guidance | 5 | 10 | 15 |
| Science | 2 | - | 2 |
| Social Studies | 5 | 2 | 7 |
| Total | 56 | 37 | 93 |

STAFF CHANGES:

In March, Mrs. Henry Steiner replaced Mrs. Henry Neilson who resigned because of ill health. In April, Mrs. Charles Smith replaced Miss Margaret Mostica who was transferred to another office at the College.

42.

RECOMMENDATIONS

In 1949, when August graduations were inaugurated, there was a high of 116 A. B. graduates. For the past few years this figure has steadily declined to a low of 6 or 7 per year and in 1956, it dropped to three. During this period, the same downward trend has been true for the A. M. graduates. Therefore, it is the recommendation of this office that August graduations be discontinued. For the purposes of certification to teach or salary increments, statements of degree completion can be issued to all who finish the requirements, but formal conferment of the degree should be deferred until the following June.

PERSONAL ACTIVITIES

Membership in the following organizations:

MSTC Faculty Association
Association of N. J. State Teachers College Faculties
N. J. Council of State Employees
Committee on Student Personnel
Committee on Faculty Handbook
American Association of Collegiate Registrars and Admissions Officers
Middle States Association of Collegiate Registrars and Officers of Admission

Respectfully submitted,

Mary M. House

Mary M. House
Registrar

mmh/ra

New Jersey State Teachers College at Montclair

Director of Personnel and Guidance

Report to the President
Academic Year
1955 - 1956

This year 1955-56 has been one of the most interesting and most difficult in my seven years as Director of Personnel at Montclair.

Instead of enumerating each activity, as I have done each year in the past, this report will attempt to highlight some of the things that made this year both interesting and difficult. An outline statement of the activities of the department are appended for the record.

The "tidal wave" of students predicted for higher education began to lap at the shores of our campus resulting in an increased enrollment. This opportunity to serve the teaching profession in larger numbers was complicated by the lack of adequate facilities and staff. However, in order to meet this challenge greater use was made of student committees and work scholarship students. With the larger number of applicants it was possible to be more selective in our admissions. Also, an attempt was made to counsel out of the college those students least able to compete. In this respect the commissioner gave permission to refuse admission to applicants with uncorrectable speech difficulties and to drop students whose speech does not correct to desireable standards.

A closer check on student progress accompanied by more personal counseling was augmented by increased use of psychiatric counseling and closer liaison with faculty members.

Increased enrollment means increased social activity. During this year there has been an unusual increase in the activity among social fraternities. A number of new ones have been formed and the old ones have increased their activities. Others of the extra-curricular groups have found new life in the planning for the new campus and the new Montclair.

The advent of three new majors in the curriculum with their new facilities and possibilities has added problems as well as challenges, from the orientation of new faculty to the utilization of the talents of these specialized majors.

Manpower in this office has always been a problem, but, this year it was further complicated by the transfer of Mr. Neuner to Jersey City. Mr. Neuner was acting as Veterans Counselor and resident director of the still incomplete, but open, new men's dormitory. Dr. Fersh, of the Social Studies Department, was appointed to the dormitory to replace Mr. Neuner but no one was assigned to be veterans' counselor and this duty was assumed by the Director of Personnel and a veteran student who was placed on work scholarship to help with the paper work.

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Academic Year
1955 - 1956

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The advent of three new majors in the curriculum with their new facilities and possibilities has added problems as well as challenges, from the orientation of new faculty to the utilization of the talents of these specialized majors.

Manpower in this office has always been a problem, but, this year it was further complicated by the transfer of Mr. Nemer to Jersey City. Mr. Nemer was acting as Veterans Counselor and resident director of the still incomplete, but open, new men's dormitory. Dr. Ferm, of the Social Studies Department, was appointed to the dormitory to replace Mr. Nemer but no one was assigned to be veterans' counselor and this duty was assumed by the Director of Personnel and a veteran student who was placed on work scholarship to help with the paper work.

Dr. Fersh had never lived in or worked with a college dormitory, the dormitory was new and still uncompleted, a few of the men students had lived in "Robert Hall" with all its organizational problems hence the establishment of policy, setting of tone, and completion of building and furnishing was a major enterprise for the Personnel Office. The success of this program can be measured by the high praise received from the State authorities who inspected the building at the end of its first year of operation. Much credit is due to the esprit de corps of the men and the leadership of Dr. and Mrs. Fersh.

With the incorporation of the Faculty-Student Cooperative came another phase in the reorganization of policy and program with respect to some of the student enterprises. The student operated Snack Bar became a major operation and required adult leadership. The Director of Personnel assumed this responsibility, did some reorganization, hired a full-time adult supervisor, Mrs. Mabe, and set up a working frame work of policy to plan for the future development into the Life Hall set up.

The student medical reimbursement insurance plan, instituted by this office in 1950, has proven so successful that the STIRC Committee adopted it for all six state teachers colleges. The Director of Personnel in dealing with the insurance company has secured more and more effective changes in the policy that have made it one of the finest of its kind on any campus. Plans for future expansion of the policy will be coupled with the enlargement of our own medical department.

Due to the increase in student body it was felt desireable to enlarge our nursing staff. Three student nurses were employed instead of two and a change in their fiscal arrangements was made to provide a small cash allowance for each nurse.

Social activities on the campus increased appreciably as will be reported by the Dean of Women. As a result a whole new system of custodial assignment and payment was necessary and this brought about a reevaluation of all policies with respect to the social activity program, security in new buildings and the expansion of new facilities and better distribution of present ones.

In addition to the increase of enrollment and greater use of automobiles we also had a considerable loss of parking space, the chaos of construction, and the uncontrollable use of the campus by construction crews. The net result was a chaotic parking problem. The Veterans Club made a valiant attempt to help but chaos gave way to anarchy by the end of the year. S.G.A. committees worked for many hours with the Director of Personnel to establish a program but without any police authority to carry out the program, it too failed.

Due to the change in administration at Trenton the college recruitment committee was abandoned and the Director of Personnel was again required to assume some of the leadership, with Dr. VanDerveer, for the recruitment program. With the addition of so many duties to an already full schedule it was necessary to rely more on the use of other faculty members to carry on recruitment visits. To this end a group was selected and instructed in their duties after which they were assigned to make visitations.

Dr. Beran had never lived in or worked with a college dormitory, the dormitory was new and still unfinished, a few of the men students had lived in "Robert Hall" with all its organizational problems hence the establishment of policy, setting of tone, and completion of building and furnishing was a major enterprise for the Personnel Office. The success of this project can be measured by the high praise received from the state authorities who inspected the building at the end of its first year of operation. Much credit is due to the esprit de corps of the men and the leadership of Dr. and Mrs. Beran.

With the incorporation of the faculty-student dormitory came another phase in the reorganization of policy and program with respect to some of the student enterprises. The student operated dormitory became a major operation and required adult leadership. The Director of Personnel assumed this responsibility, did some reorganization, hired a full-time adult supervisor, Mrs. Hase, and set up a working frame work of policy to plan for the future development into the fine Hall set up.

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Due to the change in administration at Trenton the college recruitment committee was dissolved and the Director of Personnel was again required to assume some of the responsibility with Dr. Tomlinson, for the recruitment program. With the addition of so many duties to an already full schedule it was necessary to rely more on the use of other faculty members to carry on recruitment visits. So this and a group was selected and instructed in their duties after which they were assigned to make visitations.

In addition to the stepped up recruitment the "impending tidal wave" of students gave Montclair its largest group of applicants since the veteran surge of the late 40's. To process the 800 applicants an additional day was devoted to the interviews and regular classes were dismissed to permit the faculty to assist. 497 applicants were accepted for admission at this time. Examinations on subsequent dates through the spring and summer served to bolster the number of acceptances as candidates changed their plans and notified us of their intention to attend some other college. Only 404 of the candidates accepted actually matriculated in September. This fact is a continuation of the 18% attrition we have had for the past eight years.

As a result of this year's experience it would seem that some change was necessary in the mechanics of the admission procedure. Such recommendations will be made in the fall of 1956.

One of the interesting phenomina of the year was an economic one. In spite of the reports of greater wealth and better economic conditions more students requested financial aid during the year and more students were employed in part time jobs than ever before. The Chapin Loan Fund and the Edward Russ Funds were called upon more often. The increased enrollment and a revised state policy with respect to the work scholarship placed more of these facilities within reach of more students. In addition to the 10% of the freshmen class awarded state scholarships, the work scholarship percentage was increased from 15% to 25% of the total student body and the hourly rate was raised from sixty cents per hour to seventy-three cents per hour. The number of students who received outside scholarships increased, especially those from Future Teachers of America clubs and P.T.A. awards.

In order to service this larger group of students more time, energy and materials were required of the small staff of personnel people. Secretaries and professional personnel gave up coffee breaks and traded lunch hours for conferences; duty hours were stretched from eight to thirteen with occasional eighteen hour days; the offices of the Director of Personnel and Dean of Women became any telephone or any place they happened to be. Personal life became almost non-existant.

No new help was available except such help as students could render under supervision. To this end the secretaries did yeoman work in training students and supervising their activities to accomplish the volume of paper work required.

The graduate program in Personnel and Guidance rose to full stature in this year and celebrated twenty-five years of teaching guidance courses at Montclair with a series of four symposia presenting Dr. Daniel Dobson of New York University, Dr. Albert Jochen of the New Jersey State Department of Education, Dr. Frank Sievers, United States Office of Education, and Col. Clarence Lovejoy of New York City.

During this period the Director of Personnel worked with a committee of high school and college people to change the requirements for school counselors. This was accomplished in May and a revised program for the graduate division was introduced to the Graduate Council for their consideration. No action was taken by the Council at this time.

In addition to the swelled up recruitment the "incoming third wave" of students gave Montclair its largest group of applicants since the veteran surge of the late 40's. To process the 900 applicants an additional day was devoted to the interviews and regular classes were dismissed to permit the faculty to assist. 427 applicants were accepted for admission at this time. Examinations on subsequent dates through the spring and summer served to bolster the number of acceptances as candidates changed their plans and notified us of their intention to attend some other college. Only 404 of the candidates accepted actually matriculated in September. This fact is a continuation of the 10% attrition we have had for the past eight years.

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One of the interesting phenomena of the year was an economic one. In spite of the reports of greater wealth and better economic conditions more students requested financial aid during the year and more students were employed in part time jobs than ever before. The Ralph Bush Fund and the Edward Hess funds were called upon more often. The increased enrollment and a revised state policy with respect to the work scholarship placed more of these facilities within reach of more students. In addition to the 10% of the freshman class awarded state scholarships, the work scholarship percentage was increased from 15% to 25% of the total student body and the hourly rate was raised from sixty cents per hour to seventy-three cents per hour. The number of students who received outside scholarships increased, especially those from Future Teachers of America clubs and F.T.A. awards.

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In addition to educational activities the Director of Personnel was an active member of the Montclair Kiwanis Club; Commander of the Montclair Civil Defense Control Center; a member of a number of church committees and took a 9000 mile tour of the continental United States.

Respectfully submitted,

Earl C. Davis,
Director of Personnel

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Respectfully submitted,

Earl C. Davis,
Director of Personnel

SUMMARY OF TEST SCORING SERVICE
July 1, 1955 to June 30, 1956

| | School | No. Papers | Amount |
|---|---|---|---|
| 1955 | Paterson State Teachers College | 22 | $ 2.56 |
| | Montclair State Teachers College | 10 | no charge |
| | Jersey City State Teachers College | 16 | 1.87 |
| | Newark State Teachers College | 14 | 1.64 |
| mber 1955 | Paterson State Teachers College | 18 | 2.16 |
| | Jersey City State Teachers College | 26 | 2.60 |
| | Newark State Teachers College | 14 | 1.70 |
| | Glassboro State Teachers College | 43 | 5.05 |
| | Newark State Teachers College | 297 | 14.33 |
| er 1955 | Memorial High School | 67 | 4.28 |
| | Kearny High School | 232 | 9.24 |
| | Weehawken High School | 835 | 23.75 |
| | Jersey City State Teachers College | 1064 | 38.00 |
| | Belleville High School | 758 | 34.09 |
| | Springfield Regional High School | 1440 | 52.79 |
| | Memorial High School | 716 | 55.94 |
| | H.L.Bain, West New York | 793 | 29.34 |
| ber 1955 | Montclair High School | 1832 | 36.64 |
| ber 1955 | Jersey City State Teachers College | 35 | 3.50 |
| | Belleville High School | 237 | 9.48 |
| | School #5, West New York | 1052 | 38.98 |
| | Fort Lee High School | 195 | 8.78 |
| ry 1956 | Kearny High School | 383 | 11.00 |
| | Woodrow Wilson, Weehawken | 141 | 7.05 |
| | Public Schools, Montclair | 454 | 18.16 |
| ary 1956 | School #3, West New York | 462 | 17.14 |
| 1956 | Verona High School | 206 | 8.12 |
| | Glassboro State Teachers College | 227 | 22.70 |
| | Paterson State Teachers College | 214 | 21.40 |
| | Newark State Teachers College | 290 | 29.00 |
| | Jersey City State Teachers College | 166 | 16.60 |
| | Trenton State Teachers College | 570 | 57.00 |
| | Montclair State Teachers College | 589 | no charge |
| 1956 | School #4, West New York | 668 | 24.75 |
| | Memorial High School | 669 | 77.86 |
| | Weehawken High School | 244 | 43.92 |
| | Jersey City State Teachers College | 303 | 21.53 |
| | Kearny High School | 328 | 9.44 |
| | Paterson State Teachers College | 41 | 4.10 |
| | Passaic Valley High School | 194 | 5.82 |
| 956 | School #1, West New York | 692 | 25.67 |
| | Springfield Regional High School | 826 | 33.04 |
| | Newark State Teachers College | 37 | 3.70 |
| | Jersey City State Teachers College | 52 | 5.20 |
| | Glassboro State Teachers College | 51 | 5.97 |
| | Jersey City State Teachers College | 80 | 4.51 |
| | Fort Lee High School | 450 | 12.30 |
| | Belleville High School | 451 | 20.24 |
| | Montclair High School | 674 | 30.33 |
| 1956 | Wayne Junior High School | 317 | 15.85 |
| | Dr. Fulcomer | 50 | no charge |
| | Mr. Kops | 122 | no charge |
| | Dr. Seidman | 361 | no charge |
| | Dr. Lutz | 467 | no charge |
| | Dr. E.C.Davis | 486 | no charge |

TEST SCORING SUMMARY (con't)

| School | No. Papers | Amount |
|---|---|---|
| Miss Foster | 119 | no charge |
| Dr. Folsom | 111 | no charge |
| Mr. Morehead | 374 | no charge |
| Miss Stewart | 86 | no charge |
| Dr. Van Derveer | 44 | no charge |
| Dr. Beary | 68 | no charge |
| Mr. Allen | 63 | no charge |
| TOTAL | 21,846 | $929.12 |

SUMMARY OF MIMEOGRAPHING
July 1, 1955 to June 30, 1956

| Department | No. of Copies |
|---|---|
| Art | 6,300 |
| Business Education | 2,800 |
| English | 3,750 |
| Geography | 7,250 |
| Integration | 19,540 |
| Language | 9,880 |
| Mathematics | 7,135 |
| Music | 11,485 |
| Phy. Ed. (Men) | 6,075 |
| Phy. Ed. (Women) | 200 |
| Psychology | 9,325 |
| Science | 3,235 |
| Social Studies | 23,460 |
| Speech | 29,300 |
| Dean of Instruction | 12,505 |
| Alumni | 2,500 |
| Book Store | 1,400 |
| Business Office | 1,185 |
| College High School | 75 |
| Dean of Women | 8,310 |
| Library | 6,700 |
| Medical Office | 1,250 |
| Miss Favor | 2,910 |
| Personnel | 27,900 |
| President | 13,995 |
| Publicity | 2,700 |
| Miscellaneous | 13,430 |
| Registrar | 5,085 |
| Admissions Office | 13,400 |
| TOTAL | 252,080 |

SUMMARY OF REX-O-GRAPHING
July 1, 1955 to June 30, 1956

| Department | No. of Copies |
|---|---|
| English | 715 |
| Language | 14,955 |
| Mathematics | - |
| Music | 4,760 |
| Phy. Ed. (Men) | 3,925 |
| Phy. Ed. (Women) | 260 |
| Science | 1,440 |
| Social Studies | 3,215 |
| Business Office | 955 |
| Dean of Women | 265 |
| Students & Miscellaneous | 4,150 |
| Admissions Office | 40 |
| Personnel Office | 2,985 |
| Dean of Instruction | 6,960 |
| Business Education | 1,780 |
| Integration | 5,555 |
| Speech | 2,760 |
| Fine Arts | 3,350 |
| Home Economics | 330 |
| TOTAL | 58,400 |

SUMMARY OF PHOTOSTATING
July 1, 1955 to June 30, 1956

| Department | No. of Copies |
|---|---|
| Registrar | 4,495 |
| Miss Favor | 953 |
| Miscellaneous | 14 |
| Music Department | 49 |
| Integration | 195 |
| President | 7 |
| Business Office | 6 |
| TOTAL | 5,719 |

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Graduate Division

Report to the President
Academic Year
1955 - 1956

1. Developments and Trends

Programs - Accepted and Proposed.

The graduate program in Industrial Arts presented to the Graduate Committee on June 1, 1955 was accepted and referred to the Administrative Council where favorable action was taken. The program was approved in Trenton and it is now in operation.

Dr. W. Scott Smith presented a final revision of the "Requirements for the A.M. Degree with Specialization in Curriculum Construction and Supervision of the Curriculum" at the meeting of the Graduate Committee on December 9, 1955. The Committee approved its adoption and it was forwarded to the Administrative Council for further action. As this report is being prepared, final action on the proposal is pending.

On October 14, 1955, Miss Fantone presented for the second time her proposals for "Course Requirements for the A.M. Degree with Specialization in Audio-Visual Education." The Graduate Committee again recommended further study of this program before its adoption. Specific recommendations made by the Graduate Committee may be found in the Minutes of the Committee for October 14, 1955.

No further progress has been reported during this past year on the proposed graduate program in Music. The question remains as to the need for this program. Thus far relatively few requests for advanced work in Music come to the Graduate Office.

Dr. Calcia has been in conference with the Chairman of the Graduate Committee during the past year but has thus far not submitted a program of graduate work. One conference was held during the past year with the Speech staff. Howard Fox served as chairman for this meeting and the discussion covered various aspects of the proposed graduate program in Speech. No plan has been submitted to date.

Revision of the Graduate Bulletin.

This is the time for a careful review and re-editing of the Graduate Bulletin.

At its October 14, 1955 meeting, the Committee voted to ask each department head to delete from the graduate bulletin's list of senior-graduate courses, all courses which the department is unwilling to accept for graduate credit. It was also agreed to ask that the section on page 56 of the 1955-57 graduate bulletin which lists the undergraduate courses in elementary education be deleted from the bulletin, for such courses should no longer carry graduate credit.

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Graduate Division

Report to the President
Academic Year
1955 - 1956

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Dr. Galeta has been in conference with the Chairman of the Graduate Committee during the past year but has thus far not submitted a program of graduate work. One conference was held during the past year with the Speech staff. Howard Fox served as chairman for this meeting and the discussion covered various aspects of the proposed graduate program in Speech. No plan has been submitted to date.

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At our meeting on April 18, 1956, the question about the meaning of a mark of "D" on the graduate level was raised. The committee finally recommended for inclusion in the bulletin the following statement which was formulated by Dean Huber: "No course in which a grade less than 'C' has been received shall be considered as having met any of the requirements for the Master's degree."

Research Courses

The perennial question about what to do with respect to our research courses came up again during the past year. Since there must be much time devoted to personal conferences with students, instructors feel the call for a great deal of help from students in these courses. Dr. Lutz and Dr. Froehlich joined in a plea to make these courses three hour credit courses instead of two semester hours without additional hours in class beyond the present requirement of two hours meeting per week. Their plea was refused but with the understanding that effort would be made to limit the enrollment in each section of the course to not more than twenty-five students, and to twenty if possible.

Research Publication

The Committee on Research Publications and especially its able and hard working chairman, Dr. Orpha M. Lutz, are to be congratulated on the appearance of the first issue of Research Abstracts which came from the press early in the year. This was very beautifully set up, bound in attractive covers, and is identified as Vol. 49 No. 2, 1956.

This bulletin contains fifteen abstracts selected from a large number of abstracts reviewed by members of the committee.

Dr. Lutz deserves high praise for the countless hours of her time spent in conferences with students and in editing and preparing the materials for the press. Dr. Lutz and the committee are planning another edition of Research Abstracts for publication in the not-too-distant future.

Summer Session and Part-Time Courses for Teacher Certification

If we are to maintain our course offerings in Administration and Supervision and in Personnel and Guidance as high level graduate courses, we should not open them to candidates for certification to teach. Since we have an increasing number of graduates of other colleges coming for courses to meet certification requirements, we should probably offer our undergraduate Integration courses at certain times in our Part-Time program as well as in the summer session. This might accomplish two things:

a) relieve the pressure to enter daytime sections of these courses which tend to be crowded;
b) give candidates for certification a chance to take these courses while holding jobs during the day.

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Statistics (Materials will be found on pages 4,5, and 6)

1. Degrees granted.

A total of 131 Master of Arts Degrees were granted during the past year. The breakdown on this in the past eight years has been:

| Year | Degrees Granted |
|---|---|
| 1949 | 100 |
| 1950 | 137 |
| 1951 | 129 |
| 1952 | 120 |
| 1953 | 106 |
| 1954 | 98 |
| 1955 | 130 |
| 1956 | 131 |

Our program shows an increase largely due to veterans with a peak in 1950 and then a falling off for a period of a few years. We now seem to be on the gain in number of degrees conferred.

Montclair has conferred a total of 951 Master of Arts Degrees in the past eight years.

2. Newly matriculated students have increased slightly over the past year, from 156 to 161. The largest falling off in new matriculants is in Administration and Supervision which may be due to dropping the preparation for elementary administration. Applications pending shows a healthy increase over last year. Due to a very thorough check of our matriculated students during the past year, a record number was transferred to the inactive list. As may be seen from the breakdown in Table I - E, 119 names have been removed from our lists during the year, most of them because they are names of inactive candidates.

3. Colleges from which our matriculated students have come.

We have one or more students now matriculated for the Master of Arts Degree from 92 colleges. Most of these colleges are in the northeastern section of the U.S. but there is a scattering through the South, the Midwest and the West.

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Graduate Division
Statistical Materials
Table I

A. Number of M.A. Degrees granted in 1956:

June - 93
August - 38 Total - 131

B. Newly matriculated students by department from September 1955 to August 1956:

| | | |
|---|---|---|
| Administration and Supervision | 43 | |
| Business Education | 13 | |
| English | 17 | |
| Industrial Arts | 7 | |
| Language | 2 | |
| Mathematics | 11 | |
| Personnel and Guidance | 23 | |
| Science | 18 | |
| Social Studies | 27 | Total - 161 |

C. Students now matriculated by department:

| | | |
|---|---|---|
| Administration and Supervision | 124 | |
| Business Education | 46 | |
| English | 69 | |
| Industrial Arts | 9 | |
| Language | 7 | |
| Mathematics | 34 | |
| Personnel and Guidance | 57 | |
| Science | 41 | |
| Social Studies | 78 | Total - 453 |

D. Number of candidates whose applications are pending, by department:

| | | |
|---|---|---|
| Administration and Supervision | 61 | |
| Business Education | 19 | |
| English | 21 | |
| Industrial Arts | 15 | |
| Language | 3 | |
| Mathematics | 5 | |
| Personnel and Guidance | 45 | |
| Science | 12 | |
| Social Studies | 21 | Total - 202 |

E. Candidates removed from our lists during the year, for reasons given:

| | |
|---|---|
| a. Inactive File | 97 |
| b. Withdrawn | 17 |
| c. Refused Entrance | 4 |
| d. Deceased | 1 |

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| Industrial Arts | 9 | |
| Language | 7 | |
| Mathematics | 34 | |
| Personnel and Guidance | 57 | |
| Science | 43 | |
| Social Studies | 78 | Total - 457 |

D. Number of candidates whose applications are pending, by department:

| | | |
|---|---|---|
| Administration and Supervision | 41 | |
| Business Education | 10 | |
| English | 21 | |
| Industrial Arts | 15 | |
| Language | 3 | |
| Mathematics | 5 | |
| Personnel and Guidance | 45 | |
| Science | 12 | |
| Social Studies | 21 | Total - 202 |

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| d. Deceased | 1 |

Colleges from which graduate students now matriculated received their baccalaureate degree:

| | |
|---|---|
| Alliance College | 1 |
| Arnold College | 1 |
| Bates College | 2 |
| Bloomfield College | 6 |
| Bloomsbury State Teachers College, Pa. | 1 |
| Boston University | 2 |
| Bowling Green College, Ohio. | 1 |
| Bradley University | 1 |
| Brown University | 1 |
| Bucknell University. | 1 |
| Caldwell College | 2 |
| Chestnut Hill College, Pa. | 1 |
| City College of New York | 1 |
| Clarion State Teachers College, Pa. | 1 |
| College of Mt. St. Vincent | 1 |
| College of St. Elizabeth | 3 |
| Colorado State College of Education. | 1 |
| Cornell University | 2 |
| Denison University | 1 |
| Drew University | 2 |
| Drexel Institute | 2 |
| East Stroudsburg State Teachers College. | 5 |
| Fairleigh Dickinson College. | 4 |
| Florida Southern College | 1 |
| Fordham University | 3 |
| Franklin and Marshall College. | 1 |
| George Washington University | 1 |
| Goucher College | 1 |
| Hampton Institute | 1 |
| Hood College | 2 |
| Howard University | 1 |
| Indiana State Teachers College | 1 |
| Keene Teachers College | 1 |
| Keuka College | 1 |
| Lebanon Valley College | 2 |
| Lehigh University | 1 |
| MacMurray College | 1 |
| Manhattan College | 1 |
| Mansfield State Teachers College, Pa. | 1 |
| Maryville College | 1 |
| Michigan State College | 1 |
| Mt. Holyoke College | 1 |
| New Jersey College for Women | 1 |
| New York State College for Teachers. | 1 |
| New York University | 9 |
| Oberlin College | 1 |
| Ohio State University | 1 |
| Oswego State Teachers College | 1 |
| Pace College | 1 |
| Panzer College | 8 |
| Pennsylvania State College | 1 |
| Rider College | 3 |
| Rutgers University. | 25 |

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| | |
|---|---|
| St. John's University | 1 |
| St. Peter's College | 2 |
| Seton Hall University | 8 |
| Shippensburg State Teachers College, Pa. | 1 |
| Smith College | 1 |
| Southwest Texas State Teachers College | 1 |
| Springfield College | 1 |
| State Teachers College at Glassboro | 1 |
| State Teachers College at Jersey City | 12 |
| State Teachers College at Kutztown | 1 |
| State Teachers College at Montclair | 203 |
| State Teachers College at Newark | 16 |
| State Teachers College at Paterson | 29 |
| State Teachers College at Trenton | 14 |
| State Teachers College at West Chester | 1 |
| Syracuse University | 1 |
| Teachers College, Columbia University | 1 |
| Temple University | 1 |
| Tusculum College | 1 |
| Union College | 2 |
| University of Alabama | 1 |
| University of Illinois | 2 |
| University of Kentucky | 1 |
| University of Miami | 1 |
| University of Michigan | 1 |
| University of Nebraska | 1 |
| University of New Hampshire | 2 |
| University of North Carolina | 2 |
| University of Pennsylvania | 1 |
| Upsala College | 16 |
| Ursinus College | 1 |
| Utah State Agriculture College | 1 |
| Valparaiso University | 1 |
| Virginia State College | 1 |
| Washington College, Md. | 1 |
| Washington University | 1 |
| Westminister College | 1 |
| Wilkes College, Pa. | 1 |
| Yale University | 1 |

| | |
|---|---|
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| Springfield College | 1 |
| State Teachers College at Glassboro | 1 |
| State Teachers College at Jersey City | 12 |
| State Teachers College at Kutztown | 1 |
| State Teachers College at Montclair | 203 |
| State Teachers College at Newark | 16 |
| State Teachers College at Paterson | 29 |
| State Teachers College at Trenton | 14 |
| State Teachers College at West Chester | 1 |
| Syracuse University | 1 |
| Teachers College, Columbia University | 1 |
| Temple University | 1 |
| Tusculum College | 1 |
| Union College | 2 |
| University of Alabama | 1 |
| University of Illinois | 2 |
| University of Kentucky | 1 |
| University of Miami | 1 |
| University of Michigan | 1 |
| University of Nebraska | 1 |
| University of New Hampshire | 2 |
| University of North Carolina | 2 |
| University of Pennsylvania | 1 |
| Upsala College | 16 |
| Ursinus College | 1 |
| Utah State Agricultural College | 1 |
| Valparaiso University | 1 |
| Virginia State College | 1 |
| Washington College, Md. | 1 |
| Washington University | 1 |
| Westminster College | 1 |
| Wilkes College, Pa. | 1 |
| Yale University | 1 |

Recommendations

1. New departments, once well established, should study carefully the needs for development of graduate programs.

2. There is a need for certification courses in the part-time division, either on or off-campus, for two reasons:

a. To relieve pressure on undergraduate courses.

b. To give graduates of other colleges a chance to earn necessary credits for certification in the late afternoon or evening, and to be able to exclude them from education courses in our regular graduate program.

3. The Committee on Graduate Thesis and Research should be reactivated.

4. We should begin to rethink our graduate program with the view of establishing more three or four semester hour courses.

5. The Chairman of the Graduate Committee should be allowed a credit of six semester hours on his teaching load to cover time and responsibility on graduate office work.

Respectfully submitted,

Otis C. Ingebritsen

Otis C. Ingebritsen, Chairman
Graduate Committee

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NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Summer, Part-Time and Extension Division

Report to the President
Academic Year
1955-1956

It is always interesting to compare one year's figure's with those of the previous year. Here is such a comparison:

| | Summer | Fall | Spring | Total |
|---|---|---|---|---|
| Academic Year of 1954-1955 | 513 | 648 | 683 | 1844 |
| Academic Year of 1955-1956 | 564 | 617 | 662 | 1843 |

This reveals that one year's total is almost identical with that of the other, despite the fact that the students distributed themselves differently in the semester of attendance. It seems impossible to account for these seasonal fluctuations. Probably the most potent factor is that of the courses being offered; their variety, novelty, value for salary increments, and the number that can be given at a particular time. However, the regulation with regard to attendance at a summer session should result in a continued increase in the figures for the summer session; while the number of off-campus courses offered and given will control the figures in the spring and fall semesters.

In the pages that follow, I have given detailed data concerning each of the three periods of the past year, with commentary on each.

Since I am leaving Montclair State Teachers College at the end of August, this is my final annual report. For that reason, I am taking this opportunity to make a few suggestions which I hope will be helpful to my successor in this Division of the College, and also to the Chairman of the Graduate Committee.

I hope especially that a way can be found to return to the situation that formerly existed: the Chairman of the Graduate Committee in the same office with the person in charge of the work of the Summer, Part-Time and Extension Division, with a civil service assistant also there. If this can be done, I am sure that all concerned will find it possible to do much more effective work. I feel that it was definitely unfortunate that this situation had to be changed, so that I have been alone in one corner of the Registrar's office and Dr. Ingebritsen has been down the hall in another office, away from the files of the graduate students. When he has been teaching and thus away from his office, his secretary has had to interview the graduate students, whereas I should have done so. I have been forced to get along with student helpers rather than having the help of a civil service assistant. I consider it definitely unethical to permit students to see the permanent record cards of the graduate students, many of whom have been their teachers in high school, yet I have been forced to permit the undergraduate student helpers to handle these records. Furthermore, my occupation of this corner has deprived the Registrar of the College of the spece for the third assistant which she so obviously needs with the increase in the number of undergraduate students.

Probably it would be best if Dr. Ingebritsen, Mr. Ambry, and their assistants could occupy the small office next to that of the Registrar. Could they do so, all the permanent record cards of the graduate students, their folders, and the persons who have to refer to these records and to add to them would be close together. At the present time, the folders are in drawers close to the Registrar, the permanent record cards are close to me, while the Chairman of the Graduate Committee has been separated from them both by half the length of the hall!

There has been an unfortunate delay in getting to me the folders of the newly matriculated candidates for the Master of Arts degree. This has resulted in transcripts being mailed that gave no indication of the matriculation having been completed. The folders should have been laid on my desk in time for me to record on the permanent record cards of these students the date of matriculation, the respective graduate major field, and the courses (if any) that have been accepted from other colleges as advanced standing toward the A.M. degree, before the free transcript of marks received has been issued at the close of the semester or summer session. Sometimes as many as twenty or thirty of these folders of the newly matriculated students have been laid on my desk the week following the mailing of the transcripts. Again, if the person responsible for sending me these folders had been occupying the same office with me, this delay could have been avoided.

I realize that lack of space was the reason for this unfortunate separation of the Chairman of the Graduate Committee and the Assistant in Graduate Personnel, but I hope that the opening of the new buildings and the consequent increase of space available in the Main Building will enable this situation to be corrected.

The students of the Graduate Division often ask me whether our Graduate Bulletin could indicate, in connection with the description of each course, the probable date when that course will be offered. We have many courses listed in the Bulletin which, for one reason or another, we seldom offer. Students have no idea whether to wait for a course to be offered or to go elsewhere for it. I wish that we might be able to adopt this suggestion. The prerequisite course or the desirable previous course should also be stated. I hope, too, that the Departments which have not already done so will indicate carefully which courses on the graduate level may not be taken by an undergraduate student and which courses on the 400 level may not, in any circumstances, carry graduate credit. The Bulletin will be of much more value to the student if information of this sort is included in it.

Now that we have been asked to drop from our offerings the courses leading to the Elementary Principal's certificate, I hope that we can begin other graduate majors, such as those of Music, Audio-Visual Education, and Home Economics, as soon as possible.

My every good wish for the future of this Division of the College goes to those concerned with the progress of our Graduate program.

Respectfully submitted,

Elizabeth S. Favor

Elizabeth S. Favor
Assistant in Graduate Personnel

June 22, 1956

# 1955 SUMMER SESSION REPORT
## NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

| COMPARISON OF | Summer 1955 | with | Summer 1954 |
|---|---|---|---|
| **INDIVIDUAL STUDENTS** | | | |
| Total Number Individual Students Enrolled - - - - - | 564 | | 513 |
| Veterans taking work under the G.I. Bill | 14 | | 21 |
| Non-Veterans - - - -(includes Korean War Veterans)- | 550 | | 492 |
| | 564 | | 513 |
| GRADUATE students enrolled - - - - - - - - - - - - - | 459 | | 412 |
| Undergraduates enrolled - - - - - - - - - - - - - - | 105 | | 101 |
| | 564 | | 513 |
| NUMBER OF COURSES given - - - - - - - - - - - - - - - - | 63 | | 69 |
| Number of Sections of above courses ---------- | 66 | | 72 |
| Average number courses taken per student - - - - - | 2.3 | | 2.4 |
| **REGISTRATIONS IN THE COURSES** | | | |
| In the regular summer session courses - - - - - - - | 1175 | | 1135 |
| In the courses of the China Institute - - - - - - - | 29 | | 37 |
| In the courses of the World Affairs Institutes - - | 60 | | 39 |
| In the Field Studies courses - - - - - - - - - - - - | 28 | | 40 |
| In the course in Driver Education (post summer session) | 28 | | 18 |
| Total registrations in all courses - - - - - - - - - - | 1320 | | 1269 |
| Average number registrations in each course - - - - | 20.9 | | 18.3 |
| **SEMESTER-HOURS LOAD** | | | |
| Total S.H. Load of all students enrolled - - - - - - | 3102 | | 2697 |
| Average semester-hours load per student - - - - - - | 5.5 | | 5.2 |
| Weighted Score - - - - - - - - - - - - - - - - - - - - | 194 | | 167 |

Comment and further data are given on the pages that follow.

F.S.Favor
August 16, 1955

SPECIAL COMMENT

There was a decided increase in the total number of students in attendance during the Summer Session of 1955. Forty more students came for the regular courses, and the new World Affairs courses drew nearly twice as many as had come the previous year for the United Nations Institute. Only one Field Trip course was given this summer - that to the West Coast and return - which accounts for the decrease in that figure.

The most note-worthy increase this summer was in the demand for entrance into the course in Driver Education. This reflects the increased demand for teachers in our high schools who are certified to teach the course. The College could have taken many more than the 28 who were accepted had not this meant more special automobiles and more teachers for the "Behind-the-Wheel" portion of the course.

Due to the fact that only those who have driven a car for three years and are already certified to teach other subjects are eligible for the endorsement to teach Driver Education in high schools, it may be necessary, in future, to limit the members of the class to those applicants who can meet these two prerequisites. In the past, when the number of applicants was fewer, it was possible to accept senior students into this course. Many of them have not driven a car the required number of years and of course they do not yet hold a teaching certificate.

There were 71 courses offered this year, of which 8 had to be discontinued. Two of the large classes had to be broken into two sections: Integ. S300B and Integ. S503.

Integration S503, Methods and Instruments of Research, being required of all candidates for the A.M. degree, naturally fills very quickly. Integration S300B was offered this summer for the first time in many years in a summer session. It is needed by those who come to us seeking certification to teach in high school and is usually given only during the spring semester in the daytime. This has made it impossible for the graduate students to take the course since they begin work either in the summer or fall and go student teaching in the spring. Now that it has been given in the summer and in two sections, it would seem wise to continue to offer it in the summer session.

Last year, in response to request, courses were offered to prepare teachers of French and Spanish to give that work in the lower grades. Again this summer such a course had to be given in response to request although none had been announced in the Bulletin of the Summer Session. Several Montclair graduates are teaching a foreign language this fall in an elementary school or schools.

While there is no way to prove that such was the case, it is probable that the early mailing of our summer bulletins accounted for our larger enrollment and I hope that we can continue to get these bulletins ready for mailing by April first.

Statiscical data are continued on the following pages.

6.2

ANALYSIS OF THE INDIVIDUAL STUDENTS

| | | | |
|---|---|---|---|
| Men Graduates - - - - - | 231 | Women Graduates - - - - - - - - - | 228 |
| Men Undergraduates - - | 31 | Women Undergraduates - - - - - | 74 |
| Total Men enrolled | 262 | Total Women enrolled | 302 |
| Total of ALL GRADUATES | 459 | Total of UNDERGRADUATES | 105 |

Of the Undergraduate students, 59 were regularly matriculated at Montclair STC.

12 of the students on campus this summer came from outside of New Jersey:

1 from the Philippines
2 from Hawaii
1 from India
1 from Maine
1 from Virginia
5 from New York
1 from Pennsylvania

SEMESTER-HOUR LOADS OF THE STUDENTS

| Number Students Taking - - - - - - - - | S.H. | Total Semester-Hours Taken |
|---|---|---|
| 4 | $\frac{1}{2}$ | 2 |
| 1 | 1 | 1 |
| 71 | 2 | 142 |
| 69 | 3 | 207 |
| 76 | 4 | 304 |
| 1 | $4\frac{1}{2}$ | $4\frac{1}{2}$ |
| 9 | 5 | 45 |
| 162 | 6 | 972 |
| 8 | 7 | 56 |
| 130 | 8 | 1040 |
| 1 | 9 | 9 |
| 32 | 10 | 320 |
| 564 | Totals | $3102\frac{1}{2}$ |

The $\frac{1}{2}$ s.h. credit is in Music. We had six students this summer taking work with private teachers for college credit. Five of the six took half-courses; these courses usually carry 1 s.h. cr. The other student took a half-course that carries 2 s.h. cr. for the whole course.

The total that a student may take during the six-weeks summer session is 8 s.h. Those shown as taking more credit were either on the Trans-Continental Field Trip for the entire summer (28 students) which carries 10 s.h. or were taking the course in Driver Education at the close of the regular summer session.

The average number of semester-hours taken per student was 5.5 s.h.

Dividing the toal of 3102.5 s.h. by 16 ( the usual load of a full-time student in the academic year) gives a weighted score of 194.

Analysis of the COURSES GIVEN AT MONTCLAIR THIS SUMMER

| | |
|---|---|
| Number courses offered --- | 71 |
| Numbered discontinued----- | 8 |
| Number courses given------- | 63 |

| Number Class Sections with enrollments between | | |
|---|---|---|
| | 1 - 9 | 7 |
| | 10 - 19 | 29 |
| | 20 - 29 | 17 |
| | 30 - 39 | 13 |
| | 40 - 49 | 0 |
| | 50 - 99 | 0 |
| | 100 or more | 0 |
| | Total Number of Class Sections | 66 |

REGISTRATIONS in these courses by Departments

| Subject Taught | No. of Different Courses taught | GROSS Student Enrollments |
|---|---|---|
| Accounting and Business | 2 | 29 |
| Art | 2 | 14 |
| English and Other Language Arts | 9 | 120 |
| Foreign Languages | 1 | 12 |
| Health and Physical Education | 1 | 15 |
| Mathematics | 5 | 64 |
| Music | * | 6 |
| Psychology and Education | 25 | 730 |
| Science: Biology | 1 | 12 |
| Science: Chemistry | 2 | 27 |
| Science: General | | |
| Science: Physics | | |
| Social Studies: Economics, Sociology, and Political Science | 6 | 121 |
| Social Studies: Geography | 3 | 42 |
| Social Studies: History | 2 | 35 |
| Visual Education | 1 | 36 |
| China Institute | 2 | 29 |
| Driver Education | 1 | 28 |
| | 63 Totals | 1320 |

*Music students taught as individuals)

Dividing this total of 1320 Registrations by the number of courses given, 63, gives the average number of registrations in each COURSE as 20.9; dividing by the number of class sections, 66, gives an average of 20 exactly.

Respectfully submitted,

Elizabeth S. Favor
Assistant in Graduate Personnel

September 26, 1955

GRADUATE DIVISION

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

| COMPARISON OF | Fall 1955 | with | Fall 1954 |
|---|---|---|---|
| INDIVIDUAL STUDENTS | | | |
| Number Individual Students Enrolled - - - - - - - | 617 | | 648 |
| On Campus Students: | | | |
| Part-Time Students (Fewer than 12 s.h.) - - - - - | 560 | | 567 |
| Full-Time Students (12 or more s.h. ) - - - - - | 33 | | 31 |
| Total on-campus students - - - - - - - - - - | 593 | | 598 |
| Extension Students (exclusively off-campus) - - - - - | 24 | | 50 |
| | 617 | | 648 |
| Veterans (still taking work under the G.I. Bill) - - - | 16 | | 34 |
| GRADUATE students enrolled - - - - - - - - - - - - - - | 582 | | 611 |
| Senior-Graduates - - - - - - - - - - - - - - - - - - - | 2 | | 1 |
| Total taking work for graduate credit | 584 | | 612 |
| Undergraduate Students enrolled - - - - - - - - - - - | 33 | | 36 |
| | 617 | | 648 |
| COURSES GIVEN | | | |
| Part-Time (on campus and Field Trip) - - - - - - - | 35 | | 38 |
| *Daytime - - - - - - - - - - - - - - - - - - - - - - | 74 | | 71 |
| Extension (off-campus) - - - - - - - - - - - - - - - | 1 | | 3 |
| *The regular undergraduate college courses, including supervised student teaching | | | |
| REGISTRATIONS IN THESE COURSES | | | |
| In the Part-Time courses - - - - - - - - - - - - - - | 996 | | 1070 |
| In the Daytime courses - - - - - - - - - - - - - - - | 187 | | 153 |
| In the Extension course or courses - - - - - - - - - | 25 | | 66 |
| Total of all Registrations - - - - - - - - | 1208 | | 1289 |
| Average number courses taken per student - - - - - - - | 1.95 | | 1.98 |
| Average number registrations per course (Part-Time) | 28.4 | | 28.1 |
| SEMESTER-HOURS LOAD | | | |
| Total number semester-hours taken by all students | 2582 | | 2685 |
| Average number semester-hours taken per student | 4.1 | | 4.1 |
| WEIGHTED SCORE | | | |
| Equivalent number of full-time students enrolled | 161 | | 167 |

Continued on page 2

On the preceding page, a comparison is made of the data of the fall of 1955 with those of the fall of 1954. At first glance, it would appear that there had been a considerable drop in the enrollment. However, it should be noted that last fall there were 38 courses given on campus, with a total enrollment of 598; while, this fall, with only 35 courses given on campus, the enrollment totaled 593. Last fall, 3 courses were given off campus, with 50 students enrolled. This fall, nearly half that number, 24, were enrolled in the one off-campus course given. Thus the attendance has held up very well in the light of the fewer courses given.

The average number of semester-hours carried per student is the same as it was last fall: 4.1. There was a slight increase in the number of full-time students.

Last fall, 18% of the students enrolled late. With the institution of the late service charge of $2.00, it had been hoped that most of the students would enroll on time. Instead, this fall 21% enrolled late. (In these data, the Christmas Field course students are never included, since they are not required to enroll during the regular registration hours.)

Obviously, both the student and his class would benefit by his presence at the first meeting of the course. It has been pointed out to me, however, that, with a late charge of only $2.00, students who come from a distance and thus have both the cost of transportation and of a meal to pay, actually save money by remaining away from the first two meetings of the class. Possibly the late registration service charge should be increased to $5.00, so that only those would enroll late whose absence had been unavoidable.

The Field Trip course this Christmas was to Puerto Rico and the Virgin Islands. Ten students took the course for credit; ten more went as auditors.

The only off-campus course offered this fall was given at the Pequannock Valley School by Miss Kauffman: English E466, Speech Development, in which 25 students enrolled. (One of these took work on campus also, and thus is counted with the Part-Time students.) Of the 24 Extension students, 8 were women graduates, one was a man graduate, and 15 were women undergraduate students.

Since the high school teacher has, for many years past in this State, been required to hold a bachelor's degree, it is obvious that these undergraduate students are teaching in the elementary schools in the outlying districts. Many of them hold parmanent elementary teaching certificates and are not particularly interested in obtaining a bachelor's degree, and certainly not in the field of secondary education. For this reason, Montclair can be of service to them only when it can offer them a course which is helpful and stimulating either in their work or in their social and civic life. This presents a real challenge to this College. Two off-campus courses are to be offered during the spring semester.

On campus, this Division of the College continues to have two basic purposes: first, to assist the teacher-in-service to obtain the Master of Arts degree, and, second, to enable the graduates of other colleges to obtain the certificate to teach in the high schools of New Jersey. There are 24 such graduate students now taking work on the campus who will go out to do supervised student teaching next spring. This fall, 2 graduate students did supervised teaching.

This fall, in addition to Miss Evaleur Ladera, from the Philippines, who was here all last year and who is working toward the Master of Arts degree, we have four students here from abroad. They take their work in this Division of the College, and none is matriculated for a degree. These students are:

Nicole Budin, from France
Gerhard Glaeser, from Austria
Ock-Soon Kim, from Korea
Genei Uehara, from Okinawa

STATISTICAL STUDY

Page 1 of this report gives a summary of the statistical data which are given below in more detail.

Total Men Students Enrolled: 357 Total Women Students Enrolled: 260

Total Men GRADUATES: 349 Total Women GRADUATES: 233

Total of all Graduate Students: 582

Total Men Undergraduates: 8 Total Women Undergraduates: 27

Total of all Undergraduate Students: 35

Two of the men undergraduates were Seniors taking work for graduate credit.

REGISTRATIONS BY CLASSES in the Part-Time (on-campus) Division

| | | | |
|---|---|---|---|
| Bus.Ed. | A501A---Research Seminar in Bus. Ed. I | Dr. Freeman | 3 |
| Bus.Ed. | A518----Advertising II | Mr. Sheppard | 16 |
| Bus.Ed. | A543A---Advanced Accounting I | Dr. Froehlich | 5 |
| English | A456----Play Direction | Mr. Fox | 9 |
| English | A466----Speech Development | Miss Kauffman | 14 |
| English | A514----Origin & Dev. of the Arthurian Legend | Dr. Krauss | 21 |
| English | A518----Major Romantic Poets | Mr. Pettegrove | 16 |
| English | A525----Development of the American Novel | Dr. Fulcomer | 31 |
| English | A528----New Perspectives in World Literature | Dr. Bohn | 14 |
| Geog. | A503----Economic Geography of US and Canada | Dr. Milstead | 40 |
| Integ. | A408----Selec'n Audio-Vis. Materials | Miss Fantone | 96 |
| Integ. | A500A---Basic Educational Trends | Dr. Stearns | 84 |
| Integ. | A500E---School Administration: Law and Finance | Mr. Morehead | 60 |
| Integ. | A500F---School Administration: Community Relations | Dean Huber | 40 |
| Integ. | A503----Methods & Instruments of Research | Dr. Lutz | 26 |
| Integ. | A504A---Curric. Const'n in Secondary School | Dr. W. S. Smith | 47 |
| Integ. | A508----Supv. of Instruction in Secondary Schools | Dr. Atkinson | 42 |
| Integ. | A518----Supv. of Instruction in Elementary Sch. | Dr. Phipps | 35 |
| Integ. | A520----Principles of Mental Hygiene | Dr. Seidman | 56 |
| Integ. | A521A---Ed. & Psych. Measurement in Guidance | Dr. Ingebritsen | 19 |
| Integ. | A535----Vocational Guidance | Dr. Booth | 42 |
| Integ. | A537----Social-Moral Guidance | Dr. E.C. Davis | 47 |
| Integ. | A548----Curric. Const'n in Elementary Schools | Dr. Doll | 49 |
| Math. | A400----Educational Statistics | Mr. Schumaker | 10 |
| Math. | A504----Modern Algebra | Dr. D. R. Davis | 11 |
| Math. | A509C---Critical Interp. of M. in Junior H.S. | DISCONTINUED | |
| Math. | A528----Math. Materials for Club Programs | Mr. Clifford | 10 |
| Music | A418----The Music of Russia | Dr. McEachern | 8 |

Continued on page 4

Registrations in the on-campus classes, continued:

| | | |
|---|---|---|
| Chem. A508----Adv. Organic Chemistry: Bio-chemistry | Dr. Reed | 16 |
| Physics A513--Nuclear Radiation | Dr. K.O. Smith | 12 |
| Social St.A408---A History of New Jersey | Dr. Moffatt | 42 |
| Social St.A415---Latin-American Relations of the U.S. | Mr. Kops | 12 |
| Social St.A466---Puerto Rico and the Virgin Islands | Mr. Bye | 10 |
| Social St.A478---Theories of Social Justice | Dr. Clayton | 12 |
| Social St.A492A--Studies in American Life: The EAST | Mr. Bye | 19 |
| Social St.A517---Money and Banking | Dr. Bellahan | 20 |
| Graduate A500----MASTER'S THESIS | Dr. Ingebritsen and Sponsors | 2 |

SEMESTER-HOURS TAKEN BY THE STUDENTS

| Number Students | Taking S.H. | Total Semester-Hours Taken |
|---|---|---|
| 1 | Student Teaching only | 0 |
| 242 | 2 | 484 |
| 1 | 3 | 3 |
| 229 | 4 | 916 |
| 2 | 5 | 10 |
| 96 | 6 | 576 |
| 1 | 7 | 7 |
| 8 | 8 | 64 |
| 2 | 9 | 18 |
| 0 | 10 | 0 |
| 2 | 11 | 22 |
| 4 | 12 | 48 |
| 9 | 13 | 117 |
| 3 | 14 | 42 |
| 6 | 15 | 90 |
| 4 | 16 | 64 |
| 6 | 17 | 102 |
| 0 | 18 | 0 |
| 1 | 19 | 19 |
| 617 | Total No. S.H. Taken--- | 2582 |

Dividing 2582 by 617 gives 4.1 as the average number of semester-hours taken per student this fall.

Dividing 2582 by 16, the usual load of a full-time student, gives 161 full-time students for the semester. This is called the "Weighted Score."

- - - - - - - - - -

Respectfully submitted,
Elizabeth S. Favor
Assistant in Graduate Personnel

January 15, 1956

GRADUATE DIVISION
Part-Time and Extension Courses in
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

| COMPARISON OF | Spring 1956 | with | Spring 1955 |
|---|---|---|---|
| INDIVIDUAL STUDENTS | | | |
| Number Individual Students Enrolled - - - - - - - - - - - | 662 | | 683 |
| Number Enrolled in Fall Preceding - - - - - - - - - - - - | 617 | | 648 |
| Gross Total for the Academic Year - - - - - - - - - - - | 1279 | | 1331 |
| Number who attended both semesters - - - - - - - - - - - | 355 | | 430 |
| NET TOTAL FOR THE ACADEMIC YEAR - - - - - - - - - - - | 924 | | 901 |
| Analysis of the Individual Students | | | |
| Part-Time Students on campus (fewer than 12 s.h.) - - | 588 | | 590 |
| Full-Time Students (12 or more s.h.) - - - - - - - - - - | 18 | | 24 |
| Total on-campus students in this Division | 606 | | 614 |
| Extension Students (off-campus) - - - - - - - - - - - - | 56 | | 69 |
| Total Enrollment for the Semester | 662 | | 683 |
| Veterans (taking work under the G. I. Bill) - - - - - | 12 | | 26 |
| Graduate Students - - - - - - - - - - - - - - - - - - - - | 624 | | 638 |
| Montclair "Senior-Graduates" - - - - - - - - - - - - - - | 5 | | 7 |
| Paterson "Senior-Graduate" - - - - - - - - - - - - - - | 1 | | 0 |
| Total taking work for Graduate Credit | 630 | | 645 |
| Undergraduate students enrolled in this Division - - | 32 | | 38 |
| Totals - | 662 | | 683 |
| COURSES GIVEN | | | |
| Part-Time courses (on campus) - - - - - - - - - - - - - | 36* | | 33 |
| **Daytime courses - - - - - - - - - - - - - - - - - - - - | 53 | | 44 |
| Extension (off-campus) - - - - - - - - - - - - - - - - - | 2 | | 3 |
| REGISTRATIONS IN THESE COURSES | | | |
| In the Part-Time courses - - - - - - - - - - - - - - - - | 1005 | | 1061 |
| In the Daytime courses - - - - - - - - - - - - - - - - - | 155 | | 138 |
| In the Extension courses - - - - - - - - - - - - - - - - | 59 | | 77 |
| Total Registrations in all courses this semester - - | 1219 | | 1276 |
| Average number courses taken per student this semester | 1.8 | | 1.8 |
| Average number registrations per Part-Time courses - - - | 25.1 | | 28 |
| SEMESTER-HOURS LOAD | | | |
| Total number S.H. taken by all students - - - - - - - - | 2506 | | 2670 |
| Average number S.H. taken per student - - - - - - - - - | 3.7 | | 3.9 |
| Weighted Score (Total S.H. divided by 16) - - - - - - - - (Equivalent to a full-time college student) | 156 | | 167 |

*Four of these courses were so large that they were split into two sections, thus making 40 Sections in all. There were 37 sections last spring.
**The regular undergraduate college courses, including Supervised Teaching and Practicum in Secondary Education.



Prepared by E.S.Favor
April 20, 1956

| PART-TIME COURSES | TEACHER | STUDENTS ENROLLED |
|---|---|---|
| Graduate A500---Master's Thesis | Dr. Ingebritsen & Sponsors | 0 |
| Bus. Ed. A501B---Research Seminar II | Dr. Freeman | 7 |
| Bus. Ed. A516---Bus. Org. & Management II | Mr. Sheppard | 15 |
| Bus. Ed. A541---Tax Accounting | Dr. Froehlich | 8 |
| Eng. A421---The Short Story | Mr. Conrad | 23 |
| Eng. A451---Literature and Art in Western Culture | Dr. Young | 18 |
| Eng. A467---Oral Interpretation for Teachers | Mr. Ballare | 9 |
| Eng. A502---Victorian Poetry | Mr. Hamilton | 17 |
| Eng. A522---Advanced Phonetics | Miss Kauffman | 10 |
| Geog. A419---Economic Geog. of the USSR | Dr. Milstead | 19 |
| Health Ed. A408---Driver Ed. & Driver Training | Dr. Coder | 20 |
| Integ. A409---Radio & Sound in the Classroom | Mr. Fox | 40 |
| Integ. A410---Teaching Materials Workshop | Miss Fantone | 42 |
| Integ. A440---Camping Education | Mr. Schmidt & Mr. Ambry | 13 |
| Integ. A500B---Adv. Educational Psychology | Dr. Seidman | 53 |
| Integ. A500D---Sch. Adm: Functions & Org'n | Mr. Morehead | 59 |
| Integ. A502----Org. & Adm. of the Modern H. S. | Dr. Atkinson | 36 |
| Integ. A502----Org. & Adm. of the Modern H.S. | Dr. H.M. Rice | 30 |
| Integ. A503---Methods & Instruments of Research | Dr. Lutz | 40 |
| Integ. A504B---Seminar in Curriculum Org'n | Dr. Doll | 13 |
| Integ. A505---Org. & Adm. Extra-Curr. Activities | Dr. W. S. Smith | 39 |
| Integ. A505---Org. & Adm. Extra-Curr. Activities | Dr. Lynch | 42 |
| Integ. A517---Adm. of the Elementary School | Dr. Phipps | 59 |
| Integ. A521B---Psychological Tests in Guidance | Dr. Ingebritsen | 13 |
| Integ. A536---Educational Guidance | Dr. E. C. Davis | 35 |
| Integ. A536---Educational Guidance | Mr. E. Reed | 29 |
| Integ. A538---Group Guidance and Counseling | Dr. Polglaze | 41 |
| Integ. A551---Principles & Techs. of Guidance | Dr. Gelfond | 37 |
| Integ. A551---Principles & Techs of Guidance | Dr. E. C. Davis | 36 |
| Integ. A603B--Prins. & Pracs. of Research | Dr. Lutz | 9 |
| Math. A501B--Adm. & Supv. of Mathematics II | Dr. D. R. Davis | 16 |
| Math. A523---The Theory of Probability | Mr. Clifford | Discontinued |
| Math. A530---M. Materials in Teaching Math. | Mr. Humphreys | 8 |
| Math. A540---Research Seminar in Mathematics | Dr. Meserve | 7 |
| Biol. A407---Comparative Embryology | Dr. Hadley | 14 |
| Phys. A406A--Astronomy I | Mr. Allen | 23 |
| Soc. St. A430---The Citizen and the State | Dr. Clayton | 13 |
| Soc. St. A451---The Middle East | Mr. Cohen | 22 |
| Soc. St. A484---Field Trip: Gulf Coast & Miss. | Mr. Bye | 14 |
| Soc. St. A492B--Stud. in Amer. Life: The West | Mr. Bye | 29 |
| Soc. St. A502---Origin & Dev. American Const'n | Dr. Moffatt | 22 |
| Soc. St. A523---Economics of the Business Cycle | Dr. Bellahan | 25 |
| Total Registrations in all Part-Time courses - - - - - - - - | | 1005 |
| Total Registrations in daytime courses* - - - - - - - - | | 155 |
| Total registrations on campus - - - - - - - - - - - - - - | | 1160 |

| EXTENSION COURSES | | |
|---|---|---|
| Eng. E466---Speech Development (West Orange) | Miss Kauffman | 47 |
| Integ. E460, Part IX---Testing & Eval.(Morris Hills) | Mr. Dale Weaver | 12 |
| Total registrations in extension courses | | 59 |

TOTAL REGISTRATIONS IN ALL COURSES THIS SEMESTER: 1219

*This refers to students enrolled in this Part-Time Division, but permitted to enter courses of the regular undergraduate school.



Prepared by E.S.Favor

TABLE OF DATA FOR SPRING SEMESTER 1956

| Poll Numbers | MEN Graduates | MEN Undergraduates | WOMEN Graduates | WOMEN Undergraduates | TOTALS |
|---|---|---|---|---|---|
| PART-TIME STUDENTS | | | | | |
| Veterans | | | | | |
| 3 & 4 | 11 | 0 | 1 | 0 | 12 |
| Non-Veterans | | | | | |
| 14 | 16 | 1 | 0 | 0 | 17 |
| 15 | 341 | 5 | 203 | 15 | 564 |
| 16 | 0 | 0 | 7 | 6 | 13 |
| PART-TIME TOTALS | 368 | 6 | 211 | 21 | 606 |
| OFF-CAMPUS STUDENTS | | | | | |
| 12 | 4 | 0 | 5 | 0 | 9 |
| 13 | 4 | 0 | 32 | 11 | 47 |
| OFF-CAMPUS TOTALS | 8 | 0 | 37 | 11 | 56 |
| Adding the On-Campus Students | 368 | 6 | 211 | 21 | 606 |
| Grand Totals | 376 | 6 | 248 | 32 | 662 |

TOTAL MEN: 382 Total WOMEN: 280

Last spring, there were totals of 362 men and 321 women. See below.*

Of the above students in the Part-Time (on-campus) courses, 10 men and 8 women were taking 12 or more s.h. credit and are counted as "full-time" students in the report on page 1. In the above, they are included.

In reading the above data, it should be kept in mind that no student is ever counted twice. Also, if a student is taking work both on and off the campus, he is considered to be an on-campus student. Thus the number of students in the Extension (off-campus) courses is often greater than the number shown above. The actual number in each extension course is shown on page 2.

*

| | | | | |
|---|---|---|---|---|
| Spring, 1954 | Men: | 328 | Women: | 308 |
| Spring, 1955 | " | 362 | " | 321 |
| Spring, 1956 | " | 382 | " | 280 |

It would be interesting to determine what factors are operating to create this increase from one spring to the next in the number of men in attendance and the decrease in the number of women!

On March 29, 1956, there were 611 students matriculated at Montclair for the A.M. degree, of whom only 270 were in attendance. Adding the 376 Graduate Men and the 248 Graduate Women, gives a total of 624 graduate students in attendance. Some of them have matriculated since that date; others already hold the A.M. degree. Many of the 611 matriculants have completed all their courses and will take the comprehensive examination during the month of May for graduation. In other words, in selecting any of the above figures to quote, it is essential to be



Prepared by E.S. Favor
April 20, 1956

certain that it is completely clear what they mean. One could not, for example, say that 624 graduate students are in attendance, of whom 611 are matriculated for the Master of Arts degree.

Of the students admitted to the daytime courses at the College, 5 are from abroad, 6 are special undergraduates, 3 are graduate students taking work toward another minor field or pre-requisite courses before matriculating, 5 are Montclair Seniors, taking post-student-teaching courses for graduate credit, 18 are graduate students taking required undergraduate courses toward the Secondary Teacher's certificate, and 24 are enrolled for Supervised Student Teaching. Many of those in the last two groups will matriculate for the A.M. degree or have already done so. They will obtain teaching positions and then continue work toward the A.M. degree.

SEMESTER-HOURS LOAD

| Number of Students Spring - 1956 | Who Took a load of | Semester-Hours | TOTAL S.H. Taken |
|---|---|---|---|
| Supervised Teaching Only: | | | |
| 2 | | 0 | 0 |
| 290 | | 2 | 580 |
| 17 | | 3 | 51 |
| 210 | | 4 | 840 |
| 2 | | 5 | 10 |
| 108 | | 6 | 648 |
| 1 | | 7 | 7 |
| 9 | | 8 | 72 |
| 0 | | 9 | 0 |
| 4 | | 10 | 40 |
| 1 | | 11 | 11 |
| 6 | | 12 | 72 |
| 3 | | 13 | 39 |
| 2 | | 14 | 28 |
| 5 | | 15 | 75 |
| 1 | | 16 | 16 |
| 1 | | 17 | 17 |
| 662 | Students Took a total load of | | 2506 S.H. |

Average semester-hour load per student: 3.7

Weighted Score ( 2506 divided by 16): 156; the equivalent of 156 full-time students took courses in the Part-Time and Extension Division in the spring of 1956.

- - - - -

Prepared by Elizabeth S. Favor
April 20, 1956

New Jersey State Teachers College at Montclair

College High School

Report to the President

Academic Year
1955- 1956

I. New Developments

A. Biweekly meetings during the second semester led to the partial reorganization of the high school English offerings.

B. College High School faculty members continued to play an active role in the determination of demonstration school policies.

C. College High School faculty committee studied the role of the Demonstration School and set forth a list of guiding principles for consideration by the college administration. (See attached copy of principles)

D. The operation of present admissions procedure has become well established and undesirable pressure for admission to the Demonstration High School has been reduced to a minimum.

E. Student Council was reorganized and its activities were observed by many college students.

F. Adequate storage facilities for girls' physical education equipment were built adjacent to the girls' locker room.

G. Science storage facilities were removed from room 17 thereby making the room available and usable for demonstration classes.

H. The following building improvements were completed:

1. Room 7 was repainted
2. Lower walls in offices repainted
3. Wall in room 13 replastered and painted.

II. Statistical Data.

Enrollment

| | 7th | 8th | 9th | 10th | 11th | 12th | |
|---|---|---|---|---|---|---|---|
| Boys | 15 | 15 | 15 | 18 | 15 | 16 | 94 |
| Girls | 15 | 15 | 15 | 12 | 15 | 13 | 85 |
| Total | 30 | 30 | 30 | 30 | 30 | 29 | 179 |

The Oregon State Teachers College of Monmouth

College High School

Secretary's Office Checklist

Graduation Date
June, 1970

I. The Developments

A. Generally speaking during the second semester last year the general improvement of the high school staff was noticed.

B. College High School faculty members participated in study or active role in the development of curriculum and school activities.

C. Students from school faculty committees studied the role of the Secondary School and the Teacher a list of guidelines is included for consideration by the College administration. See attached copy of guidelines.

D. The operation of general assemblies according to the better well established and successful procedure for assemblies in the Secondary School should be been followed for a minimum.

E. Student council has participated in the activities more numerous by many months officially.

F. Improvements in facilities for physical education and athletics exist but still additions to the physical plant are needed.

G. Science facilities facilities have improved from from 50 rooms during the year preliminary and model in some fifteen rooms.

H. The following activities successfully have completed:

1. Work I the workshop
2. Lower walls in activity rooms
3. Small ab room 2) equipment and updates.

II. Statistical Data.

Enrollment

| | Jan | Feb | Mar | April | May | June |
|---|---|---|---|---|---|---|
| Boys | 17 | 17 | 17 | 18 | 17 | 16 | 16 |
| Girls | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| Total | 29 | 29 | 29 | 30 | 29 | 28 | 28 |

Report to the President continued

| | |
|---|---|
| Number of teachers devoting full time to College High School | 3 |
| Number of teachers devoting part time to College High School | 34 |
| Number of graduates June 1956 | 29 |

III. Recommendations

A. The College Administration and the department heads should continue the policy of hiring competent demonstration teachers to improve the caliber of teaching in the High School.

B. The College Administration should continue to encourage department heads to assign teachers to the Demonstration School for larger blocks of time.

C. The physical facilities of College High School should continue to be improved.

Respectfully submitted

Keith W. Atkinson

Keith W. Atkinson
Director, College High School

KWA:EHP

Report to the President continued

Number of teachers devoting full time to College High School 8
Number of teachers devoting part time to College High School 34

Number of graduates June 1946 39

III. Recommendations

A. The College administration and the department heads should continue the policy of hiring competent demonstration teachers to improve the caliber of teaching in the High School.

B. The College administration should continue to encourage improvements leading to giving teachers to the Transportation School for larger blocks of time.

C. The physical facilities of College High School should continue to be improved.

Respectfully submitted,

Ralph W. Hilmson
Director, College High School

RWH:EMF

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

THE LIBRARY

REPORT TO THE PRESIDENT
Academic Year
1955 - 1956

I. TRENDS AND DEVELOPMENTS

A. STAFF

With the appointment of Miss Dolores Williams as Clerk-Typist on the library staff, the library has secured a full-time catalog-typist at long last. Miss Williams relieves the professional staff of many clerical tasks.

Library Staff: Miss Anne B. Cridlebaugh, Librarian
Mrs. Florence H. Brainard, Assistant Librarian and Cataloger
Miss Claire M. Merlehan, Reference Librarian
Mrs. Barbara Baylor, Head of Loan Desk
Miss Dolores D. Williams, Clerk-Typist
Mrs. Dorothy Sked, High School Librarian

The library was glad to cooperate with the School of Library Service at Rutgers University, by having Mr. William Spence work one day a week for the year, as practice librarian.

B. BUILDING AND EQUIPMENT

A new sectional loan desk was installed in September, enabling the library to have a "closed reserve," which many members of the faculty had recommended.

Plans for expansion of library facilities were made and given to the administration. These plans involve various possible combinations for enlarged space for books and for students. Expansion of these facilities is a "must" as the college continues to grow in numbers and curricular offerings.

Gifts. The money in the Charles W. Finley Science Library, a memorial fund, was practically all spent. An exhibit of the books in the Finley Library was set up for Alumni weekend by two student assistants who were Art Majors. A set of nicely bound Historian's History of the World, by Williams was a gift of the Gordon-Smiths of Montclair; and the Men of Senate gave six new volumes of poetry to the Webster Memorial Library.

II. STAFF ACTIVITIES

Mrs. Baylor was granted a leave of absence during the summer for study at Rutgers University Library School. Substituting for her was Miss Nancy Walsh of the class of 1948, now a high school librarian. Miss Merlehan was in Europe during the Summer so Mrs. Sked acted as reference librarian.

Members of the Staff attended the following professional meetings: Miss Cridlebaugh, Mrs. Brainard, and Miss Merlehan attended the Fall meeting of the N.J.L.A. at Paterson State Teachers College. Miss Cridlebaugh attended the Fall meeting of the N.J. Library Association at Trenton State Teachers College. She and Mrs. Brainard attended sessions of the N.J.L.A. Spring meeting at Asbury Park, and Miss Merlehan and Mrs. Baylor attended an open house held at Upsala College Library. Miss Cridlebaugh attended the A.L.A. meeting at Miami Beach from June 17 to 23.

Miss Cridlebaugh was appointed Chairman of an Editorial Committee to index eleven years of the N.J. Education Review. The indexing was done by the Library staffs of the six State Teachers Colleges. For the sixth time Miss Cridlebaugh was a member of the evaluation committee for the Middle States Association, which visited Mills College of Education in New York City.

Miss Merlehan served on the Executive Board of the Montclair State Teachers College Alumni Association.

## III. STATISTICAL STUDIES

### A. BUDGET

The library budget for 1955/1956 was $7,800., which was tentatively allocated as follows:

| | |
|---|---|
| Books | $ 4,900. |
| Periodicals and memberships | 1,600. |
| Binding | 500. |
| Supplies | 500. |
| H.S. Library Books | 300. |
| | $ 7,800. |

### B. EXPENDITURES

| | 1954-1955 | 1955-1956 |
|---|---|---|
| Books | $ 4,689.33* | $ 5,247.86* |
| Periodicals | 1,474.84 | 1,652.46 |
| Binding | 547.55 | 768.18 |
| Supplies | 441.39 | 779.39 |
| Total | $ 7,153.11 | $ 8,447.89 |

* Includes College High School

C. ACCESSIONS AND WITHDRAWALS

| | Main | Textbook Exhibit | Total Main | High School | Total |
|---|---|---|---|---|---|
| In Library Jl. 1,1955 | 61,999 | 5,396 | 67,395 | 4,126 | 71,519 |
| Purchased | 1,283 | | 1,293 | 302 | 1,595 |
| Gifts | 1,066 | 202 | 1,268 | 52 | 1,320 |
| Total added | 2,359 | 202 | 2,561 | 354 | 2,915 |
| Withdrawals | 2,605 | 44 | 2,649 | 1 | 2,650 |
| In Library Jl. 1,1956 | 61,753 | 5,554 | 67,307 | 4,477 | 71,784 |

D. CIRCULATION STATISTICS

| Non-Reserves | Reserves | Totals | Faculty |
|---|---|---|---|
| 37,528 | 7,008 | 44,536 | 2,912*1 |

Average number of borrowers - 1,243*2

Average per capita circulation 35

*1 Included in non-reserve circulation
*2 Includes faculty and staff

IV RECOMMENDATIONS

A. SPACE AND EQUIPMENT

As the student body increases, the library needs additional seating space as well as book space. Many times students come in to look around, find no space to study and walk out. Such constant movement adds to the confusion in the library reading room.

The work at the loan desk becomes too much to handle with efficiency, as the student body increases. It is recommended that a charging machine be installed to speed up the charging of books and increase the accuracy of the routine; that a new microfilm reader be bought and that the library subscribe to the microfilm edition of the New York Times.

B. BUDGET

It is recommended that the budget be increased, as with additional student enrollment, three new major curricula, and the increased cost of books and periodicals the present allotment is definitely inadequate.

The recommended budget for books, periodicals, and binding for a student body the size of Montclair's is from $13,000 to $15,000.

C. STAFF SALARIES

An additional staff member is needed to relieve at the loan desk and to help with the order work.

A reclassification of the Library staff is also urged. In consideration of the fact that her professional duties and her qualifications warrant such a move, it is urgently recommended that Mrs. Brainard be transferred from Civil Service to Faculty status. This change would put her position in line with the practice of the other State Teachers Colleges.

It is also recommended that Miss Merlehan be promoted from Assistant Professor II to Assistant Professor I.

Mrs. Baylor will receive her Library School degree in August, 1957. It is, therefore, recommended that consideration be given to a reclassification of her position; that a promotion examination be given.

D. LIBRARIAN ON EXECUTIVE COUNCIL

The AACTE and the Middle States Association recommend that the librarian serve on important college committees. It is again urged that the librarian be asked to serve on the Executive Council of the College.

E. PLANS FOR EXPANSION

The coming re-evaluation of Montclair State Teachers College by the Middle States Association makes it expedient for the college to have some definite plans for expansion of the library facilities and staff, if the college is to be accepted by the Association, and keep its rank among colleges.

F. PHYSICAL EQUIPMENT AND MAINTENANCE

The Library is in need of:

1. New and additional shelves
2. New tables
3. Sanding of the floor in front of the loan desk
4. Additional, careful cleaning and dusting.. The use of a vacuum cleaner with an attachment to dust books would help.

Respectfully submitted,

Anne B. Cridlebaugh

Librarian

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

COLLEGE HIGH SCHOOL LIBRARY

REPORT TO THE PRESIDENT

Academic Year
1955 - 1956

Trends and Developments

A. Building and equipment

The library walls and woodwork around the windows were painted a light pastel color which makes the library brighter.

Bulletin boards the full width of the walls were constructed for above the book shelves. This makes for much better display area.

A new fifteen drawer section was added to the card catalog. This added drawer space makes the card catalog much easier for the children to use because now the drawers are not so tightly packed and one is able to read information on the cards.

Celluloid subject heading guides were added to the card catalog.

B. Staff

The librarian is assisted by the Library Council which consists of three students elected from each class. This group is now beginning to function as a service group rather than just a policy making council. They gave a tea for new teachers and also, with the help of the Student Council, were able to abate the problem of noise in the library.

The library council attended the New Jersey School Library Association convention with the Bloomfield High School Library Council at Asbury Park.

C. Activities of librarian

The librarian was Publicity Chairman of the New Jersey School Library Association.

The librarian served on the evaluation committee for the Commission On Secondary Schools of the Middle States Association of Colleges and Secondary Schools which evaluated the Bound Brook High School.

D. Instruction

The librarian gave library lessons to classes upon the suggestion of the teachers. The lessons were correlated with units of work.

The librarian also gave a talk to Mrs. Meiers' classes in Adolescent Literature on the subject of Choosing Books for Adolescents.

The librarian gives the college students some guidance in book selection.

E. Statistics

| | |
|---|---|
| Number of books in library | 4, 126 |
| Number of books purchased | 302 |
| Gifts | 52 |
| Total added | 354 |
| Withdrawn | 1 |
| Total in library | 4, 477 |
| Circulation statistics | |
| Total circulation - High School students | 2, 500 |
| Total circulation - College students | 500 |

Recommendations:

Since the furniture in the library is so old it is constantly in need of repair. I strongly recommend new furniture.

The library is much too small. I recommend more space for books as well as students.

Respectfully submitted,

Dorothy Sked

Librarian

New Jersey State Teachers College at Montclair

Department of Business Education

Report to the President
Academic Year
1955-1956

I. Administrative Details

1. Professor E. Neuner was transferred to Jersey City and Mrs. Ernest Shore replaced him on a temporary basis.

2. The staff also included the regular members - Freeman, Froehlich, Neuner, Sheppard, Van Derveer, and Willing.

3. Freeman spent 3 days a week the first semester and 4 days a week the second semester in teaching and administering the department with the assistance of Sheppard.

4. The undergraduate majors included:

| | 1955-56 | 1954-55 | 1953-54 |
|---|---|---|---|
| Seniors | 44 | 37 | 32 |
| Juniors | 31 | 39 | 27 |
| Sophomores | 55 | 38 | 44 |
| Freshmen | 41 | 45 | 33 |
| | 171 | 159 | 136 |

5. The department library was reorganized.

II. Curriculum and Instruction

1. The new curriculum was extended to include all freshmen and sophomore majors and minors.

2. Juniors and seniors continued on the old program.

3. The new graduate program was in full operation.

4. The program of student observation was revised to include more visits to public high schools.

5. The assignment and supervision of student-teaching was revised.

6. The United Business Education Award was given to Peter Rosamilia.

New Jersey State Teachers College at Montclair

Department of Business Education

Report to the President
Academic Year
1955-1956

## I. Administrative Details

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5. The assignment and supervision of student-teaching was revised.

6. The United Business Education Award was given to Peter Rosamilia.

7. Placement activities in behalf of graduates increased.

8. Arrangements were made with the Certification Bureau to permit graduates with accounting majors to obtain typewriting certification by completing the same courses required of undergraduates who are accounting majors. The Bureau also agreed to certify students in secretarial subjects by taking performance exams in methods courses.

9. Standards for the acceptance of transfer students and students who were not doing good work in their former assignments were not accepted.

10. New graduate courses for 1956-57 were proposed in the areas of work experience and family finance.

11. Advised with students on selection of majors and scholastic difficulties.

12. Student participation in extra-curricular activities increased.

13. The Deans List included 2 majors with 4. average and 11 with 3.5 average.

14. Seventeen students were elected to Pi Omega Pi, the honorary business organization.

15. Exempted students with previous training in typewriting from the elementary course.

III. Service to Business Education

1. Cooperated with Paterson State Teachers College and the New Jersey Business Education Association in conducting the 13th Annual Business Education Workshop at Paterson. About 350 students and teachers attended. About 50 Montclair students and all faculty members participated actively.

2. Van Derveer continued as editor of the Journal of Business Education.

3. Several staff members contributed articles to professional publications.

4. All faculty members and several students joined and participated in the programs of all national and regional business education associations.

7. Placement activities in behalf of graduates increased.

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11. Advised with students on selection of majors and scholastic difficulties.

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3. Several staff members contributed articles to professional publications.

4. All faculty members and several students joined and participated in the programs of all national and regional business education associations.

5. Faculty members cooperated with the National Office Management Association and other business organizations.

6. Served as consultant to Ridgefield Park in reorganization of the business department.

7. Cooperated with Mr. Robert Joy, the State Director of Distributive and Business Education.

8. Participated in a national conference on general business education.

9. Made available teaching materials to seniors, graduates, and teachers in service.

IV. Service To The College And The State

1. The typewriting and shorthand students served many college departments.

2. Van Derveer again served as chairman of the state recruitment committee.

3. Freeman again served as president of the Association of New Jersey State Teacher College Faculties.

4. Faculty members worked on the revision of the new state curriculum in business education.

5. After the transfer of Neuner, Freeman served as business advisor of the S. G. A. and the Faculty-Student Cooperative.

6. Faculty members served on many college committees and assisted many college groups.

7. Organized and supervised the operation of the Safekeeping of Student Funds account.

8. Integrated the program at Paterson and Montclair.

V. Recommendations

1. The work experience program for undergraduates should be reorganized on the same cooperative basis used by Paterson.

2. The three week student observation program developed by the Dean for special departments should be extended to include the business department.

4. Faculty members cooperated with the National Office Management Association and other business organizations.

5. Served as consultant to industrial firm in reorganization of its business department.

6. Cooperated with Mr. Robert Lee, the State Director of Employment and Business Education.

7. Participated in a national conference on general business education.

8. Have available teaching materials to students, graduates, and employers in service.

IV. Service to the College and the State

1. The appropriation and administration expenses served many college departments.

2. The Director again served as chairman of the state secretarian conventions.

3. Director again served as president of the Association of New Jersey State Teacher College Facilities.

4. Faculty members helped on the revision of the new state curriculum in business education.

5. After the transfer of Dean, Director served as business advisor of the A. S. A. and the Faculty-Student Cooperative.

6. Faculty members served on many college committees and assisted many college groups.

7. Supervised and directed the operation of the Secretarial of Student Photo Account.

8. Inaugurated the program of Veterans and Trades &c.

V. Recommendations

1. The work experience program for undergraduates should be restudied as the main representative basis used by Veterans.

2. The three week student observation program developed by the Dean for special departments should be extended to include the business department.

3. Student teachers should be assigned only to cooperating teachers who have been carefully selected in advance.

4. The extra-curricular program should involve more students and more faculty members.

5. The Business Education Workshop should be held at Montclair in May 1957.

6. When suitable facilities are available, a workshop for administrators and supervisors should be developed.

7. A follow-up program of gruaduates should be initiated.

8. Business offerings in College High School should be extended.

9. Clinics should be organized to provide remedial assistance in penmanship, spelling, arithmetic, and bookkeeping.

10. Room 27 should be equipped for office practice instruction.

11. The department should serve as a center for the assistance of teachers and administrators in this area.

12. Comprehensive subject matter examinations should be given to seniors before permitting them to go out on student teaching assignments.

13. More field trips should be conducted as integral phases of methods and content courses.

14. The comprehensive final examination for the graduate degree should be revised.

3. Student teachers should be assigned only to cooperating teachers who have been carefully selected in advance.

4. The extra-curricular program should involve more students and more faculty members.

5. The Business Education Bulletin, should be used as textbook in May [illegible].

6. When suitable facilities are available, a workshop for administrators and supervisors should be developed.

7. A follow-up program of graduates should be initiated.

8. Business offerings in College High School should be reduced.

9. Offices should be organized to provide research assistance in personnel, staffing, administration, and breakdowns.

10. More IT should be employed for office machine instruction.

11. The department should serve as a center for the dissemination of teaching and administrative in this area.

12. Comprehensive subject matter examinations should be given to senior before receiving their be go out on student teaching assignments.

13. More field trips should be conducted to interpret phases of methods and student courses.

14. The comprehensive final examination for the graduate degree should be revised.

New Jersey State Teachers College at Montclair

Department of English

Edwin S. Fulcomer, Ed. D.
Head, Department of English

Report to the President
Academic Year
1955 - 1956

# ENROLLMENT FIGURES FOR YEAR 1955 - 1956

| Course No. | Course Title | Sem. Hours | No. Sections | Total Enroll. | Instructor |
|---|---|---|---|---|---|
| | **SUMMER SESSION - 1955** | | | | |
| S401X | Methods of Teaching of English in Secondary Schools | 2 | 1 | 13 | Fulcomer |
| S 431B | Shakespeare's Major Plays II(Comedies) | 2 | 1 | 14 | Bohn |
| S442A | American Literature Part I | 2 | 1 | 18 | Conrad |
| S442B | " " Part II | 2 | 1 | 13 | " |
| S462 | Group Discussion & Leadership | 2 | 1 | 12 | Ballare |
| S505 | Philosophy and English Poets | 2 | 1 | 8 | Young |
| S512 | Growth & Structure of English Language | 2 | 1 | 20 | Fulcomer |
| S513 | The Renaissance | 2 | 1 | 10 | Hamilton |
| S539 | Theatre & Society | 2 | 1 | 9 | Bohn |

Total Enrollment-117
No. Sections 9
Average Class Size 13

**FALL EXTENSION - PART TIME ENROLLMENT**

| | | | | | |
|---|---|---|---|---|---|
| A401 | Methods in English | 3 | 0 | 8 | Fulcomer |
| A402 | Survey of British Literature | 4 | 0 | 5 | Krauss |
| A419 | Grammar for Teachers | 2 | 0 | 2 | Fulcomer |
| A456 | Play Direction | 2 | 1 | 9 | Fox |
| A466 | Speech Dvpt. | 2 | 1 | 14 | Kauffman |
| A514 | Arthurian Legend | 2 | 1 | 20 | Krauss |
| A518 | Major Romantic Poets | 2 | 1 | 16 | Pettegrove |
| A525 | Dvpt. American Novel | 2 | 1 | 30 | Fulcomer |
| A528 | New Perspective in World Literature | 2 | 1 | 14 | Bohn |

Total Enrollment---------118
No. Sections----- 6
Average Class Size --------20

**SPRING PART TIME - EXTENSION ENROLLMENT**

| | | | | | |
|---|---|---|---|---|---|
| A421 | The Short Story | 2 | 1 | 23 | Bohn |
| A451 | Literature and Art in Western Culture | 2 | 1 | 17 | Young |
| A467 | Oral Interpretation for the Teacher | 2 | 1 | 9 | Ballare |
| A502 | Victorian Poetry | 2 | 1 | 17 | Hamilton |
| A522 | Advanced Phonetics | 2 | 1 | 10 | Kauffman |

Total Enrollment ---------76
No. Sections -----5
Average Class Siz e-------15

Total Graduate Enrollment --------311
Total No. of Sections---- 20
Average Class size ----------15.5

## ENROLLMENT FIGURES FOR YEAR 1954 - 1955

| Course No. | Course Title | No. of Sections | Total Enrollment | Instructor |
|---|---|---|---|---|
| | **SUMMER SESSION - 1955** | | | |
| | Methods in | | | |
| E401X | Teaching of English in Secondary Schools | 2 | 1 | Pulsifer |
| E 415S | Shakespeare's Major Plays II(Comedies) | 4 | 1 | Cohn |
| E416A | American Literature Part I | 2 | 1 | Cooper |
| E416B | " " Part II | 2 | 1 | " |
| E456A | Creative Dramatics & Leadership | 4 | 1 | Bellaire |
| E505 | Philology and English Poets | 2 | 1 | 0 Toney |
| E515 | Growth & Structure of English Language | 2 | 1 | 20 Sullivan |
| E515 | The Renaissance | 4 | 1 | 10 Tomlinson |
| E535 | Theatre & Society | 2 | 1 | 3 Bean |
| | Total Enrollment | | | |
| | No. Sections 8 | | | |
| | Average Class Size | | | 1.1 |

## FALL SEMESTER - PART TIME EXTENSION

| | | | | |
|---|---|---|---|---|
| A401 | Nature in English | 1 | 0 | 6 Pulsifer |
| A402 | Survey of British Literature | 4 | 0 | 2 Crooks |
| A418 | Grammar for Teachers | 1 | 0 | 4 Pulsifer |
| A456 | Play Direction | 2 | 1 | 3 Fox |
| A506 | Speech Improv. | 2 | 1 | 14 Sullivan |
| A516 | Literature Legend | 1 | 1 | 20 Kenney |
| A518 | Major Romantic Poets | 2 | 1 | 12 Pottenger |
| A525 | Hyp. American Novel | 1 | 1 | 20 Pulsifer |
| A528 | New Perspective in Social Literature | 1 | 1 | 14 Cohn |
| | Total Enrollment | | | 118 |
| | No. Sections | | | 8 |
| | Average Class Size | | | 14.7 |

## SPRING PART TIME - EXTENSION ENROLLMENT

| | | | | |
|---|---|---|---|---|
| A421 | The Short Story | 1 | 1 | 17 Pope |
| A431 | Literature and Art in Western Culture | 1 | 1 | 17 Young |
| A417 | Oral Interpretation for the Teacher | 1 | 1 | 9 Bellaire |
| A525 | Victorian Poetry | 1 | 1 | 17 Tomlinson |
| A526 | Advanced Phonetics | 1 | 1 | 12 Sullivan |
| | Total Enrollment | | | 72 |
| | No. Sections | | | 5 |
| | Average Class Size | | | 14.4 |

Total Summer Enrollment 211
Total No. of Sections 20
Average Class Size 10.5

UNDERGRADUATE ENROLLMENT
FALL - 1955

| Course No. | Course Title | Sem. Hours | No. Sections | Total Enroll. | Instructor |
|---|---|---|---|---|---|
| Eng.100A | World Literature I | 3 | 2 | 72 | Beary |
| " | " " " | 3 | 1 | 42 | Bohn |
| " | " " " | 3 | 2 | 65 | Hamilton |
| " | " " " | 3 | 1 | 35 | Meiers |
| " | " " " | 3 | 1 | 31 | Pennington |
| " | " " " | 3 | 3 | 102 | Pettegrove |
| " | " " " | 3 | 3 | 90 | Young |
| | | | 13 | 437 | |
| Eng.101 | Language Arts | 4 | 3 | 102 | Conrad |
| " " | " " | 4 | 1 | 35 | Meiers |
| " 103 | Fund. of Speech for Majors | 3 | 1 | 23 | Kauffman |
| " 106 | Oral Interpretation | 2 | 2 | 23 | Ballare |
| " 200A | Composition | 3 | 2 | 36 | Corso |
| " " | " | 3 | 2 | 41 | Meiers |
| " " | " | 3 | 1 | 20 | Pettegrove |
| " " | " | 3 | 2 | 47 | Vanderveer |
| " " | " | 3 | 2 | 42 | Young |
| | | | 9 | 186 | |
| " 200B | Fundamentals of Speech | 3 | 3 | 40 | Fox |
| " " | " " " | 3 | 3 | 68 | Herberman |
| " " | " " " | 3 | 1 | 21 | Kauffman |
| " 201 | Poetry Chaucer to Frost | 4 | 1 | 34 | Krauss |
| " " | " " " " | 4 | 1 | 35 | Pennington |
| " " | " " " " | 4 | 1 | 34 | Pettegrove |
| " 204 | Extemporaneous Speaking | 2 | 2 | 26 | Ballare |
| " 208 | Physiology of Speech & Hearing | 3 | 1 | 28 | Kauffman |
| " 301A | Literature for Adolescence | 2 | 1 | 35 | Fulcomer |
| " " | " " " | 2 | 1 | 32 | Meiers |
| " 301B | Shakespeare's Major Plays | 2 | 2 | 57 | Bohn |
| " " | " " " | 2 | 1 | 31 | Hamilton |
| " 401 | Meth. of Teach. Eng. in Sec. School | 3 | 1 | 19 | Fulcomer |
| " " | " " " " " " | 3 | 1 | 18 | Bohn |
| " 402 | Survey of British Literature | 4 | 2 | 38 | Krauss |
| " 408 | Creative Writing | 2 | 1 | 10 | Conrad |
| " 410 | Speech Pathology | 2 | 1 | 19 | Herberman |
| " 417 | Methods of Teaching Speech | 3 | 1 | 17 | Ballare |
| " 419 | Grammar for Teachers | 2 | 1 | 23 | Fulcomer |
| " " | " " " | 2 | 1 | 15 | Hamilton |
| " 456 | Play Direction | 2 | 1 | 14 | Fox |
| " 461A | Speech Lab Practice | 2 | 1 | 15 | Kauffman |
| " 463 | Audio-Visual Aids | 2 | 1 | 9 | Sheft |
| | Total Enrollment | | | 1445 | |
| | Total CHS Enrollment | | | 178 | |
| | | | | 1623 | |
| | Number of Sections | | 64 | | |
| | Average Class Size | | | 25 | |

| Course No. | Course Title | Sem. Hours | No. Sections | Total Enroll. | Instructor |
|---|---|---|---|---|---|
| | SPRING - 1956 | | | | |
| Eng. 100B | World Literature Part II | 3 | 2 | 70 | Beary |
| " " | " " " " | 3 | 2 | 78 | Hamilton |
| " " | " " " " | 3 | 3 | 92 | Meiers |
| " " | " " " " | 3 | 1 | 34 | Pennington |
| " " | " " " " | 3 | 2 | 68 | Pettegrove |
| " " | " " " " | 3 | 2 | 65 | Young |
| | | | 12 | 407 | |
| " 102 | Drama to O'Neill | 4 | 1 | 36 | Bohn |
| " " | " " " | 4 | 1 | 32 | Hamilton |
| " " | " " " | 4 | 1 | 26 | Pettegrove |
| " " | " " " | 4 | 1 | 34 | Young |
| " 104 | Phonetics | 2 | 1 | 24 | Kauffman |
| " 105 | Fundamentals of Acting | 2 | 1 | 20 | Hamilton |
| " 106 | Oral Interpretation | 2 | 1 | 10 | Ballare |
| " 200A | Composition | 3 | 2 | 38 | Corso |
| " " | " | 3 | 2 | 48 | Meiers |
| " " | " | 3 | 2 | 45 | Young |
| " 200B | Fundamentals of Speech | 3 | 3 | 68 | Herberman |
| " " | " " " | 3 | 1 | 22 | Kauffman |
| " " | " " " | 3 | 1 | 20 | Pennington |
| " " | " " " | 3 | 3 | 62 | Ballare |
| " 202 | Fiction Prose | 4 | 2 | 72 | Krauss |
| " 209 | Speech Correction | 2 | 1 | 27 | Kauffman |
| " 302 | Survey of American Literature | 4 | 2 | 68 | Conrad |
| " 404 | Survey of British Literature | 2 | 1 | 15 | Krauss |
| " 421 | Short Story | 2 | 1 | 29 | Conrad |
| " 435 | Stagecraft | 2 | 1 | 23 | Fox |
| " A451 | Literature & Art in Western Cul. | 2 | 1 | 2 | Young |
| " A502 | Victorian Poetry | 2 | 1 | 1 | Hamilton |
| " 457 | Workshop in Speech Activities | 2 | 1 | 22 | Ballare |
| " 461B | Speech Lab Practice | 2 | 1 | 15 | Kauffman |
| " 461A | Speech Psychology | 2 | 1 | 14 | Herberman |
| " 465 | Speech Arts Activity | 1 | 2 | 11 | Fox |
| | Total Enrollment | | | 1188 | |
| | Total CHS Enrollment | | | 174 | |
| | | | | 1362 | |
| | No. Class Sections | | 54 | | |
| | Average Class Size | | | 25 | |

| | | |
|---|---|---|
| Total Undergraduate Enrollment 1955-1956 | | 2985 |
| Total Number of Sections | 118 | |
| Average Class Size | | 25 |
| Combined Graduate and Undergraduate Enrollment 1955-1956 | | 3296 |
| Combined Graduate and Undergraduate Enrollment 1954-1955 | | 2992 |
| Increaded Enrollment 1955-1956 | | 304 |

| Course No. | Course Title | Cons. Hr. | Total Contact Hours | Credits |
|---|---|---|---|---|
| | **SPRING - 1980** | | | |
| [illegible] | World Literature (Part II) | [illegible] | [illegible] | [illegible] |
| " " | " " " " | " | [illegible] | [illegible] |
| " " | " " " " | " | [illegible] | [illegible] |
| " " | " " " " | " | [illegible] | [illegible] |
| " " | " " " " | " | [illegible] | [illegible] |
| " " | " " " " | " | [illegible] | [illegible] |
| " " | " " " " | " | [illegible] | [illegible] |
| [illegible] | Drama in [illegible] | [illegible] | [illegible] | [illegible] |
| " " | " " " " | [illegible] | [illegible] | [illegible] |
| " " | " " " " | [illegible] | [illegible] | [illegible] |
| " " | " " " " | [illegible] | [illegible] | [illegible] |
| " [illegible] | Composition | [illegible] | [illegible] | [illegible] |
| " [illegible] | Fundamentals of Writing | [illegible] | [illegible] | [illegible] |
| " [illegible] | Intro Literature | [illegible] | [illegible] | [illegible] |
| " [illegible] | Composition | [illegible] | [illegible] | [illegible] |
| " " | " | [illegible] | [illegible] | [illegible] |
| " " | " | [illegible] | [illegible] | [illegible] |
| " [illegible] | Intermediate [illegible] | [illegible] | [illegible] | [illegible] |
| " " | " " " " | [illegible] | [illegible] | [illegible] |
| " " | " " " " | [illegible] | [illegible] | [illegible] |
| " " | " " " " | [illegible] | [illegible] | [illegible] |
| " [illegible] | Fundamentals of Speech | [illegible] | [illegible] | [illegible] |
| " [illegible] | Speech Communication | [illegible] | [illegible] | [illegible] |
| " [illegible] | Survey of Speech Disorders | [illegible] | [illegible] | [illegible] |
| " [illegible] | Survey of Speech Pathology | [illegible] | [illegible] | [illegible] |
| " [illegible] | Public Speech | [illegible] | [illegible] | [illegible] |
| " [illegible] | Geography | [illegible] | [illegible] | [illegible] |
| " [illegible] | Literature & Art in Western Cult. | [illegible] | [illegible] | [illegible] |
| " [illegible] | Elementary Theory | [illegible] | [illegible] | [illegible] |
| " [illegible] | Practice in Speech Pathology | [illegible] | [illegible] | [illegible] |
| " [illegible] | Human Sex Behavior | [illegible] | [illegible] | [illegible] |
| " [illegible] | Social Psychology | [illegible] | [illegible] | [illegible] |
| " [illegible] | Human Life Biology | [illegible] | [illegible] | [illegible] |
| | Total Hours Lecture | | [illegible] | |
| | Total Hrs Laboratory | | [illegible] | |
| | | | [illegible] | |
| | Sp. Educ. Seminar | [illegible] | | |
| | Student Teaching | [illegible] | | |
| | Total Number of Credits | | [illegible] | |
| | Student Teaching Hours | | [illegible] | |
| | Total Hours of Seminar | | [illegible] | |
| | Total Hours Lab/Lecture | | [illegible] | |
| | Conducted Practicum and Internship Hours | | [illegible] | |
| | Additional [illegible] | | [illegible] | |
| | Conducted Practicum and Internship | | [illegible] | |
| | Additional [illegible] | | [illegible] | |
| | Instructional Laboratory (Lab/Lecture) | | [illegible] | |

The increased enrollment (754 over a two-year period) over that of 1954-55 indicates that the appeal of the offerings of the English Department keeps pace with the rising enrollment of the entire college. The number of semester hours required for student-teacher supervision in the Spring semester prevents the Department from offering electives to members of the Junior Class. Were elective offerings possible, Spring enrollments would increase still further.

## II. STUDENT TEACHING

The Head of the Department supervised two student teachers during the Fall semester, and four members of the Department supervised forty-four students during the Spring semester. Of these forty-six students, forty-five successfully completed student teaching; the other, a graduate of an Ivy League college, withdrew voluntarily at the end of the third week to enter industry. By September 1, all who desired to teach had been placed, and the Department had no suitable candidates to offer to superintendents who needed replacements for Summer resignations.

## III. HONORS AND ADVANCED DEGREES

In the Commencement exercises of August 5, 1955, Miss Maxine C. Fox received her A.B. degree, and Miss Doris B. Epstein, Mrs. Aileen Hensel Hetherington and Miss Barbara Anne Milne received the A.M. degree.

In the Commencement exercises of June 14th, 1956, Misses Kathleen C. Douglas, Evelyn R. Dvorak, Patricia Ann Hendrycks, Loren E. Leek, Mrs. Nancy Aussprung Friedlander, and Messrs. Robert E. Fennel and Russell G. Fryer were awarded the degree of Master of Arts, raising to ten the number of students receiving this degree in English during the year.

Miss R. Linda Eastwood was graduated with Second Honor; Misses Judith Cambria, Myra Lubowitt, and Katherine Ann Otto were graduated Magna cum laude; and Miss Doris Heys was graduater cum laude.

## IV. PROFESSIONAL SERVICES PERFORMED BY DEPARTMENT

The Head of the Department served as Educational Consultant to the insurance firm of Crum and Forster, 110 William Street, New York City in the preparation of a series of Home Study Guides on property insurance. A unit of nine assignments was completed and a complete set was presented to the College library by F. J. Wells, Director of Education for Crum and Forster.

He adressed more than thirty meetings of P.T.A. groups, Service Clubs, Women's Clubs, and College Women's Clubs on both professional and popular subjects. He taught a course in Modern Drama in the Graduate Division of the N.J.S.T.C. at Paterson during the Spring semester.

Dr. Bohn, Dr. Krauss, Mr. Conrad and Mrs Hamilton taught courses at the Montclair School of Adult Education and Mr. Hamilton and Dr. Young continued their assistance to Fairleigh Dickenson College by teaching in the evening division.

Dr. Bohn, who had conducted a Congregational Church sponsored tour of Europe in the summer of 1954, had planned to conduct a similar tour in 1955. This tour was postponed until the summer of 1956, making Dr. Bohn available for the Summer Session at Montclair in 1955.

## II. STUDENT FACULTY

The Dean of the Department announced the student teaching during the Fall Semester, and four members of the Department were visited twice-four students during the Spring semester. Of the twenty-six seniors, twenty-five were placed in a department, one was not, the last, a graduate of an art school, with some teaching experience in the public schools in the Bronx, was given permission to do student teaching in her own department, by Department, and was assisted by Dean and Department, and the department had no difficulty assisting her with the supervision and the course requirements for student teaching.

## III. STATUS OF DEPARTMENT FACULTY

In the Commencement exercises of August 5, 1960, Miss Louise C. Fox received her A.M. degree, and Miss Doris S. Spinelli, Ph.D. Miss Daniel Distinguished on the Survey was also awarded the A.M. degree.

In the Commencement exercises of June 1960, Mrs. Esther Gordon, Evelyn P. Lyons, Frances Ann Thompson, Lucas E. Lowe, Mrs. Lucy Jackson Fleming, and Mrs. Joyce E. Lynch received the Master's degree. Miss Lucy Lynch received the Master of Arts, relative to the study of elementary teaching field work. In English during the year.

Miss E. Lucas Lowe was promoted to Associate Professor Public Speaking, Mrs. Lynch, Mrs. Fleming and Mrs. Lucy Lynch were promoted to Assistant Professor.

## IV. PROFESSIONAL ACTIVITIES FACULTY IN DEPARTMENT

The Dean of the Department served as Professional consultant to the Insurance Exec of Dunn and Bradstreet, 100 William Street, New York City, in the preparation of a series of film study guides of property insurance. A copy of our evaluation was completed and a copy was presented to the Department in the College Library by Mr. Wells, Director of Film Libs for Dunn and Bradstreet.

We received some long [illegible] requests of A.T.A. course, Service Clubs, Women's Clubs, and College Alumni's Clubs on Job Preparation and Career Analysis. We helped a group of Junior Women in the Upsala Division of the V.A.W.A.C. in Jamaica during the Winter months.

Dr. Robert C. Krause, Dr. [illegible] of the Business Education Division of the Associate Director of Public Education and Dr. Marilyn and Dr. Jones continued their participation in Business Education Clinics in Jamaica in the Public Schools.

Dr. Krause, who has developed a Commercial Course Curriculum in the Academy of Life, has planned to develop a course in the Spring. This course was presented until the Spring of 1961, making it available for the Summer Session as scheduled in 1962.

V. DEPARTMENT ROSTER

1. Professor of English, Edwin S. Fulcomer, Ed.D. Head of Dept.
2. " " " Harold C. Bohn, Ed.D.
3. " " " Russell Krauss, Ph.D.
4. Associate Professor of English, Lawrence H. Conrad, A.M.
5. " " " " William Paul Hamilton, A.M.
6. " " " " James P. Pettegrove, A.M.
7. " " " " Frederick H. Young, Ph.D.
8. " " " " L. Howard Fox, A.M, Chairman Division of Speech
9. Assistant Professor of English, William A. Ballare, A.M.
10. " " " " Ellen Kauffman, A.M.
11. Instructor in English, (Mrs.) Hope Corso, A.M.
12. " " " ( " ) Annie G. Dix Meiers, A.M.
13. " " " ( " ) Irene Pennington Reifsnyder, A.M.
14. Instructor in Speech, Myra A. Herberman, A.M.

Mrs. Reifsnyder resigned at the close of the school year to accept a position as teacher of 10th Core in the Parsippany-Troy Hills Regional High School. Dr. Stephen C.L. Earley, Head of the Department of English in the Nutley High School was appointed to succeed her in the 8th Grade of College High School and as adviser to the English Club.

Mr. George Salt returned to the Staff from the English Department of New York University and will teach the 7th grade of College High School. Dr. Maxine Greene of New York University was appointed to teach Freshman and Sophomore classes in the General Education program of the Department.

VI. RECOMMENDATIONS:

1. That with the greatly increased College enrollment the Speech Division be raised in status to a full department with Mr. L. Howard Fox as chairman.

2. That the Speech Division, upon acquiring Department status, be authoriz ed to offer Graduate Courses leading to the A.M. in Speech Arts or Speech Science or merely the A.M. in Speech.

3. That the acquisition of a technical theatre instructor be granted priority in the English Department in order that (1) Mr. Fox may be released from stagecraft duties for administrative duties, and (2) to ensure responsibility for the proper care and maintenance of theatrical equipment and stage properties in the new theatre - auditorium in Life Hall. This technician should have the additional responsibility for stage sets and lighting whenever assemblies are scheduled in the theatre-auditorium.

4. That a continuous search be conducted for imaginative, capable young men and women with at least 30 semester hours of graduate study beyond the A.M. degree and a minimum of three years' teaching experience in public Junior-Senior high schools to serve as demonstration teachers in College High School. Should they lack College experience, they can become instructors at the Freshman level until such experience has been obtained.

5. That, recalling Associate Professor Conrad's long service to the State of New Jersey in (1) providing leadership in Adult Education, particularly in the area of Creative Writing, (2) Coordinating and describing the Television Project at N.J.S.T.C. at Montclair, (3) Coordinating the project on preparation of the "Outstanding Teacher" film under the grant of the Danforth Foundation, a request for a raise in rank to that of Professor be made of the Commissioner of Education. If such services can no longer be accepted as the equivalent of an earned degree in the granting of the rank of Professor, suitable recognition of his peculiar service to the State might be offered by the Commissioner and the State Board of Education.

Respectfully submitted,

Edwin S. Fulcomer

Edwin S. Fulcomer
Head, Department of English

NEW JERSEY STATE TEACHERS COLLEGE
AT MONTCLAIR
DEPARTMENT OF FINE ARTS

Report to the President
Academic year
1955-1956

Faculty
Mildred Osgood
Ralph Vernacchia

Part Time
Charlotte Lockwood
Genevieve Markholm
Lillian Calcia, Chairman

Departmental Organization

The transfer of the Fine Arts Department from Newark State Teachers College before the completion of the art wing of the new building presented many problems. The esprit de corps be tween the faculty of the two colleges made the very difficult year possible.

Although meetings of faculty were difficult to schedule it was possible to meet frequently to study and effect measures for the solution of the emerging problems.

Freshmen Fine Arts Major classes were held in the Workshop and High School Art wing at Montclair. Sophomore courses were held at Newark.

Curriculum and Instruction

The revision of the curriculum was given major consideration. Agreement on courses and sequence was achieved and course outlines were begun before the end of the year. A survey of the instructional materials in the library and the Audio Visual Department was begun.

Instruction in all courses was very difficult because of lack of equipment and space. Time was lost in traveling by both faculty and students. Emergency calls on faculty on questions relating to the new building and the equipment were frequent and seriously cut into instructional time.

New Art Wing

Delivery of equipment selected from Bond Issue money began early in the year and continued throughout the summer.

MONTCLAIR STATE TEACHERS COLLEGE
AT MONTCLAIR
DEPARTMENT OF FINE ARTS

Report to the President
Academic Year
1955-1956

Faculty
Mildred Osgood
Ralph Vermeccia

Part time
Charlotte Lockwood
Rosemary Petrucci
Lillian Zaitz, Chairman

Departmental Organization

The transfer of the Fine Arts Department from Upper Montclair Teachers College before the consolidation of the art wing of the new building presented many problems. The search for corps by trying the faculty of the colleges made the very difficult year possible.

Although meetings of faculty were difficult to schedule it was possible to meet frequently to study and effect measures for the solution of the emerging problems.

Freshmen fine arts major classes were held in the morning and high school Art wing at Montclair. Sophomore courses were held at Upper.

Curriculum and Implementation

The revision of the curriculum was given major consideration. Alternate courses and sequence was achieved and course outlines were given during the end of the year. A survey of the instructional materials in the library and the Audio Visual Department was begun.

Instruction in all courses was very difficult because of lack of equipment and space. Time was lost in traveling by both faculty and students. Numerous calls on faculty on questions relating to the new building and the movement were frequent and necessarily cut into instructional time.

New Art Wing

Delivery of equipment selected from food trays among been early in the year and continued throughout the season.

Since the Art Wing was not completed, deliveries were made to the Recreation building and the Men's Dormitory.

It was a major expenditure of time and energy to check and repack deliveries. The help of highly cooperative and willing student workers, together with the help and patience of the Business Office staff and the College Coordinator made the task possible. The pleasure of seeing the new equipment helped considerably.

At the close of the semester all equipment, materials and supplies in all studios were packed and labeled as to destination, preparatory for moving into the new Art Wing. It was a time and energy consuming job.

Materials and equipment used during the Summer were packed and labeled at the close of this session.

Visits to the new building were made periodically during the year to check the installation of specific details. Since all faculty were carrying a full teaching load this was an added but highly necessary duty.

The faculty regretted that the architect was not better informed on our needs for exhibition space both in the studios and in the corridors. It was deeply disturbing to realize that studios were inadequate in size to accomadate the several arts which each studio would be called upon to house as well as serving the needs of the students in a general education course in art.

It was also deeply regretted that provision for storage of studio work in progress was not adequate.

It was surprising to find that the placing of Fine and Industrial Arts in one wing, presumably because of their relationships, was to a large degree negated since no access was provided between floors.

Although at times during the year situations had many aspects of a nightmare, the students and faculty managed to complete the year in health and with friendships firmly established.

Since the [illegible] was not completed, [illegible] were made to the Recreation building and the [illegible]'s dormitory.

It was a major experiment of risk and energy to [illegible] and [illegible] building. The help of highly cooperative and willing student workers, together with the help and patience of our Business Office staff and the [illegible] the task possible. The pleasure of seeing the new [illegible] building completed.

At the close of the semester all equipment, materials and supplies in all studios were moved, [illegible] as to [illegible], preparatory for moving into the new Art Wing. It was a [illegible] and [illegible] job.

Materials and equipment [illegible] were [illegible] and [illegible] on the close of this session.

Plans of the new building were made [illegible] during the year [illegible] the installation of [illegible]. Since its [illegible] were [illegible] [illegible] [illegible] was an added [illegible] necessary work.

The faculty [illegible] the architect and [illegible] informed of our needs for exhibition space both in the studios and in the corridors. It was deeply disturbing to realize that studios were inadequate in size to accommodate the several [illegible] which some would be called upon to house in well as serving the needs of the student in a general education course in art.

It was also deeply regretted that [illegible] for [illegible] of studio work in progress was not [illegible].

It was authority to find that the [illegible] of [illegible] and [illegible] in one wing, [illegible] because of their [illegible], was to a large [illegible] related since no [illegible] [illegible] [illegible].

Although at times during the year difficulties can [illegible] of a disturbing, the students and faculty [illegible] to [illegible] the year in health and with [illegible] [illegible] [illegible].

It was good to recognize that students majoring in Fine Arts Education had for the first time in the Teachers Colleges the beginning of an adequate facility in which they could prepare to teach.

Respectfully submitted,

Lillian A Calvi

It was good to [illegible] and economic [illegible] in this [illegible] condition and for the [illegible] in the [illegible] defining the [illegible] of an economic [illegible] in which they could [illegible] in [illegible].

[illegible]

New Jersey State Teachers College at Montclair

Department of Home Economics

Report to the President
Academic Year
1955 - 1956

I. Trends and Developments:

The second freshman class of home economics students entered Montclair in the fall of 1955; total majors were thirty seven. Classes were held in the Administration Building, room 22, which had been cleared for this purpose. Because of our inadequate physical facilities, changes were made in the established sequence of courses. Sewing machines were ordered and delivered and the girls began the first clothing construction classes.

It was during this time that state wide plans for curriculum revision were begun. Home Economics requirements were to be dropped to forty hours, and the changes which were suggested included the following:

H. Ec. 101 Introduction to Home Economics--drop from 3 to 2 sem. hrs.
H. Ec. 302 Foods & Nutrition be dropped from the curriculum
H. Ec. 306 Family Finance--drop from 3 to 2 sem. hrs.
H. Ec. 210 Textiles added for 2 sem. hrs.
H. Ec. 307 Home Management & Household Equipment be added for 3 sem. hrs.

Changes in course numbers and titles were also suggested to correspond more nearly to time of offering and course content. These suggested changes were:

Numbers are related to subject matter area, i.e., 101-Clothing, 103-Foods, etc. Also the courses are numbered according to sequence, i.e., 100-Freshmen, 200-Sophomores, etc.

| Change From: | | Change To: | | |
|---|---|---|---|---|
| H. Ec. 101 | Introduction to Home Economics | 100 | Same Title | 2 |
| H. Ec. 202 | Family Clothing Construction | 101 | Introduction to Clothing & Textiles | 3 |
| H. Ec. 201 | Foods and Nutrition | 103 | Introduction to Foods and Nutrition | 3 |

New Jersey State Teachers College at Montclair

Department of Home Economics

Report to the President
Academic Year
1955 - 1956

I. Trends and Developments:

The second freshman class of home economics students entered Montclair in the fall of 1955; total majors were thirty seven. Classes were held in the Administration Building, room 22, which had been cleared for this purpose. Because of our inadequate physical facilities, changes were made in the established sequence of courses. Sewing machines were ordered and delivered and the girls began the first clothing construction classes.

It was during this time that state wide plans for curriculum revision were begun. Home Economics requirements were to be dropped to forty hours, and the changes which were suggested included the following:

H. Ec. 101 Introduction to Home Economics--drop from 3 to 2 sem. hrs.
H. Ec. 202 Foods & Nutrition be dropped from the curriculum
H. Ec. 306 Family Finance--drop from 3 to 2 sem. hrs.
H. Ec. 210 Textiles added for 2 sem. hrs.
H. Ec. 307 Home Management & Household Equipment be added for 3 sem. hrs.

Changes in course numbers and titles were also suggested to correspond more nearly to time of offering and course content. These suggested changes were:

Numbers are related to subject matter area, i.e., 101-Clothing, 103-Foods, etc. Also the courses are numbered according to sequence, i.e., 100-Freshmen, 200-Sophomores, etc.

| Change From: | | Change To: | | |
|---|---|---|---|---|
| H. Ec. 101 | Introduction to Home Economics | 100 | Home Trends | 2 |
| H. Ec. 202 | Family Clothing Construction | 101 | Introduction to Clothing & Textiles | 3 |
| H. Ec. 201 | Foods and Nutrition | 103 | Introduction to Foods and Nutrition | 3 |

| Change From: | | Change To: | | |
|---|---|---|---|---|
| H. Ec. No Course | | 201 | Consumer Textiles | 2 |
| H. Ec. 301 | Foods and Nutrition | 203 | Meal Planning | 3 |
| H. Ec. 303 | Family Clothing Construction | 301 | Advanced clothing selection and construction | 3 |
| H. Ec. 102 | The Child in the Family | 302 | Same title | 3 |
| H. Ec. 302 | Foods & Nutrition | Dropped from curriculum | | |
| H. Ec. 305 | Family Relations | Same | | 3 |
| H. Ec. 306 | Family Finance | Same | | 2 |
| H. Ec. 304 | Family Problems in Furnishing the Home | 304 | Housing & Home Furnishings | 3 |
| H. Ec. No Course | | 307 | Home Management & Household Equipment | 3 |
| H. Ec. 403 | Home Management House | 407 | Home Management House Residence | 3 |
| H. Ec. 401 | Home Economics Education | 400 | Same Title | 3 |
| H. Ec. 402 | Nutrition Education & Group Feeding | 403 | Same Title | 2 |
| H. Ec. No Course | | 410 | Principles & Practices of Vocational Education | 2 |

Work continued to progress slowly on the new building and it was obvious early in the year that the new facilities would not be occupied until the fall semester, 1957.

Since only two courses per semester were offered to the home economics majors, one to the freshmen and one to the sophomores, only one faculty member was retained on the staff. Mrs. A. F. Knowlton was granted a one year leave of absence and Dr. K. Hall taught both the college classes and the College High classes.

In the latter part of May, due to pressures of building problems, Mrs. Janet Marvin was hired on a part-time basis to teach the College High classes. The first style show was given by the seventh, eighth, and ninth grades, in June, and faculty and parents were guests.

| Change From: | | Change To: | |
|---|---|---|---|
| H. Ec. No Course | | 201 Consumer Textiles | 2 |
| H. Ec. 301 Foods and Nutrition | | 203 Meal Planning | 3 |
| H. Ec. 303 Family Clothing Construction | | 301 Advanced clothing Selection and construction | 3 |
| H. Ec. 102 The Child in the Family | | 302 Same title | 3 |
| H. Ec. 302 Foods & Nutrition | | Dropped from curriculum | |
| H. Ec. 305 Family Relations | | Same | 3 |
| H. Ec. 306 Family Finance | | Same | 3 |
| H. Ec. 308 Family Problems in Furnishing the Home | | 308 Housing & Home Furnishing | 3 |
| H. Ec. No Course | | 307 Home Management & Household Equipment | 3 |
| H. Ec. 403 Home Management House | | 403 Home Management House residence | 3 |
| H. Ec. 401 Home Economics Education | | 400 Home Title | 3 |
| H. Ec. 402 Nutrition Education & Group Feeding | | 402 Same Title | 3 |
| H. Ec. No Course | | 410 Principles & Practices of Vocational Education | 2 |

Work continued to progress slowly on the new building and it was obvious early in the year that the new facilities would not be completed until the fall semester, 1957.

Since only two courses per semester were offered in the home economics major, one in the freshmen and one in the sophomores, only one faculty member was retained on the staff. Mrs. A. F. Hamilton was granted a one year leave of absence and Dr. K. Hall taught both the college classes and the College High classes.

In the latter part of May, due to pressures of building problems, Mrs. Janet Harvin was hired on a part-time basis to teach the College High classes. The first style show was given by the seventh, eighth, and ninth grades, in June, and faculty and patrons were guests.

A search was begun for a new faculty member to join our staff in September, 1957. The shortage of home economics teachers on the college level was found to be as great if not greater than the shortage at the secondary level. Mrs. Sue Reynolds was employed in May to teach classes in Foods and Nutrition, Family Relations, and Housing, and to teach the seventh, eighth, and ninth grade College High classes.

Montclair continued to cooperate with the State Department of Education on a survey of home economics in the State of New Jersey. The Department of Home Economics was also represented on the Council of N.J.H.E.A. and Vocational Arts Association.

II. Recommendations:

1. Facilities for teaching home management and for the opportunity of home management residence should be considered carefully this year.

2. Opportunity for nursery school observation and participation should be furnished as soon as possible.

3. Definite plans for the remodeling of the home economics rooms in the demonstration high school should be considered this year. The amount of time allotted to teaching home economics in College High needs to be re-examined and perhaps the offering of home economics two days a week for a fifty minute period to both boys and girls rather than one day a week for one hundred and ten minutes for only girls should be considered.

4. The work done in the establishment and carrying on of a department would certainly be eased and lessened and operation would be much more smooth if secretarial help were available. The Home Economics Department would be willing to share a full-time secretary with some other department at the present time.

5. A course in Family Relations or General Home Economics should be offered for each student in the core curriculum. If this is not possible, it is hoped that courses in home economics will be made available to all students as electives. In addition to Family Relations courses, observation reveals that many students would profit by other courses in Home Economics such as clothing selection, and social usage.

A search was begun for a new faculty member to join our staff in September, 1957. The shortage of home economics teachers on the college level was found to be as great if not greater than the shortage at the secondary level. Mrs. Sue Reynolds was employed in May to teach classes in Foods and Nutrition, Family Relations, and Housing, and to teach the seventh, eighth, and ninth grade College High classes.

Montclair continued to cooperate with the State Department of Education on a survey of home economics in the state of New Jersey. The Department of Home Economics was also represented on the Council of N.J.H.E.A. and Vocational Arts Association.

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4. The work done in the establishment and carrying on of a department would certainly be eased and lessened and operation would be much more smooth if secretarial help were available. The Home Economics Department would be willing to share a full-time secretary with some other department at the present time.

5. A course in Family Relations or General Home Economics should be offered for each student in the core curriculum. If this is not possible, it is hoped that courses in home economics will be made available to all students as electives. In addition to Family Relations courses, observation reveals that many students would profit by other courses in Home Economics such as clothing selection, and social usage.

New Jersey State Teachers College at Montclair

Department of Industrial Arts

Report to the President
Academic Year
1955 - 1956

## DEPARTMENTAL ORGANIZATION

The industrial arts staff consists of three full time professors. There are sixty-eight (68) men enrolled in this area of which twenty-four (24) are freshmen, twenty-four sophomores, and twenty juniors. The senior class was retained at Newark and will graduate from that institution this spring. It is anticipated that twenty-five freshmen will be recruited for the 1957 - 1958 term.

Departmental meetings are scheduled for the first and third Wednesdays of each month.

## ORGANIZATION OF LABORATORIES

A great deal of staff time was consumed in contacting firms and men responsible for the delivery and installation of new equipment. The facility was not completed according to schedule and this in turn was responsible for the delay in installation of equipment.

A regular classroom was equipped with eight student tables secured from the state. The other equipment used was brought from Newark. This classroom served the freshmen and sophomore classes which were on the Montclair campus.

## ORGANIZATION OF PROGRAM

The sophomore majors were transported to the Newark State Teachers College the first semester for their experiences in the Woods and Crafts laboratories. The freshmen group had drawing at Montclair.

The freshmen worked in the graphic arts area the second semester while the sophomores had arts and crafts. Both of these groups used the converted classroom at Montclair.

## EXTRACURRICULAR ACTIVITIES FOR STUDENTS

There are two organized groups of industrial arts majors in the department. One is Epsilon Pi Tau, an honor group, whose chief objective is to foster social and professional development. The second is the Industrial Arts Club. The aim of this organization is to promote and foster fellowship. Both of these groups hold several meetings during the year.

## DEPARTMENTAL ORGANIZATION

The industrial arts division of Lyons Joint High School consists of twenty-four (24) men employed in the departments. There are sixty-eight (68) men employed in the area of which twenty-four (24) are freshmen, twenty-four sophomores, and twenty juniors. The senior class has graduated at Yerba Loma with graduate from this institution this spring. It is anticipated that twenty-five freshmen will be required for the 1947 - 1948 term.

Departmental meetings are scheduled for the first and third Wednesday of each month.

## ORGANIZATION OF LABORATORIES

A great deal of start time was consumed in conducting time and men responsibly for the delivery and installation of new equipment. The facility was not completed according to schedule and this in turn was responsible for a delay in installation of equipment.

A regular classroom was equipped with eight student tables secured from the state. The other equipment used was brought from home. This classroom serves the freshmen and sophomore classes which meet on the industrial campus.

## ORGANIZATION OF PROGRAM

The sophomore majors were transported to the Yerba State Teachers College the first semester for their exploratory in the mode and Shelve Industries. The freshmen group had drawing at industrial.

The freshmen period in the production arts was the same as sophomores while the sophomores had arts and crafts. Both of these groups have conversation classes at industrial.

## EXTRACURRICULAR ACTIVITIES FOR STUDENTS

There are two organized groups of industrial arts majors in the department. One is Epsilon Pi Tau, an honor group, which called conference is to foster social and professional developments. The second is the Industrial Arts Club. The aim of this organization is to promote and foster fellowship. Each of these groups hold several meetings during the year.

## STAFF ACTIVITIES BEYOND TEACHING

One of our staff members, Dr. Earl, served as President of the Newark Faculty Association.

All three members were active in promoting industrial arts through school visitation and in speaking to groups.

One member of the departmental staff is now serving as President of the New Jersey Industrial Arts association.

Field service in the form of advisement for laboratory planning and equipment was another activity in which the staff members participated.

RECOMMENDATIONS FOR 1956 - 1957

1. It is suggested that consideration be given to the installation of lights under the hooded area in the metals division.

2. It is suggested that provisions be made for installing isle lights through the main laboaratory. This should save the state considerable money regarding the light bill.

3. Supplementary equipment is needed for the program. The money allocated to us was not sufficinet to buy what was necessary for a well rounded program.

4. It is suggested that consideration be given to the possible development of a graduate course to serve the handicapped curriculum. There is no graduate program in this area now being offered by the state.

Carl E. Frankson

Carl E. Frankson, Head
Industrial Arts Department

New Jersey State Teachers College at Montclair

Department of Foreign Languages

Report to the President
Academic Year
1955 - 1956

## Trends

This year saw through the United States renewed activity in the field of foreign language teaching under the auspices of the Modern Language Association and the Joint Committee of American Classical organizations. This activity manifested itself in research projects, in bringing about better lines of communication between different language organizations[1] and in trying to establish uniformity of standards in the preparation of teachers of foreign languages.[2]

More and more colleges are re-establishing a language requirement for the B.A. degree in addition to language entrance requirement. It will become increasingly hard for a student who has no language credits from his high school to find a college where he will be accepted. The colleges are also advising the high schools of a stiffening of standards. A large number of students seeking admission to already overcrowded colleges will soon demand better preparation from their high schools. There is hope that we shall reap benefits from this movement. Good students who had planned to go to a liberal arts college will come to us with a good background in language instruction -- students who have had 3 years in one language rather than the 2 in one and 2 in the other we encounter frequently. Too often students have shied away from intensive language study as they have from mathematics and science because of the exacting intellectual discipline these subjects demand.

The trends in the teaching of foreign language in New Jersey, which we explored in our last year's report, have become accepted policies today. The success of the Somerville and the Hackensack experiments in the teaching of foreign language in the elementary school has prompted other communities to start similar programs, no longer considering these "experimental." Other communities not able at this time to begin foreign language instruction in the elementary school have decided to start formal foreign language training in the seventh grade, returning to the pattern of the early "thirties." At that time foreign languages were taught in the junior high schools in the larger communities in New Jersey with great success. The depression period and the Second World War had brought about the abandoning of these programs. We are welcoming this "new trend," hoping that better language training in the high school will result from it.

However, we must admit that the shortage of foreign language teachers is becoming more acute and we are wondering where the teachers for these new programs will be found. If the shortage of high school teachers as a whole is growing, the shortage of well-trained foreign language teachers is now very severe indeed. The situation is worse in Latin than in the modern foreign language field, too many of the teachers of Latin being now close to retirement age. To meet the foreseeable demands, we need to enlarge our intake of students in the Department of Foreign Languages at Montclair. However, we wonder where we are going to find likely candidates to become prospective teachers of foreign languages from high schools which are still offering 2 years only of foreign language instruction. Even when a 3rd or 4th year is offered, it is too often a combined class giving neither good 3rd nor 4th year preparation. We find it impossible to prepare teachers having the requirements for certification proposed by the Modern Language Association[3] -- qualifications which our program has been designed

1. See Appendix p. 1-7
2. See Appendix p.8
3. See Appendix p. 9-11

This year was marked by a heightened activity in the field of foreign language teaching under the auspices of the Modern Language Association and the Joint Committee of American Scholarly Societies. This activity manifested itself in several projects, in numerous short, better lines of communication between different language groups, and in trying to establish unanimity of purpose in the promotion of teaching of foreign languages.[2]

More and more colleges are re-establishing a language requirement for the B.A. degree in addition to language entrance requirement. It will become increasingly hard for a student who has no language credits from his high school to find a college where he will be accepted. The colleges are also raising the high school of a stiffening of standards. A large number of students seeking admission to University overcrowded colleges will soon demand better preparation from their high school. There is hope that we shall reap benefits from this movement. Good students who had planned to go to a liberal arts college will come to us with a good background in language instruction -- students who have had 3 years in one language rather than 2 in one and 1 in the other as heretofore frequently. Too often students have quite easy from intensive language study in high school and science because of the exacting intellectual discipline these subjects demand.

The trends in the teaching of foreign languages in New Jersey, which we explored in our last year's report, have become accepted policies today. The success of the Somerville and the Hackensack experiments in the teaching of foreign language in the elementary school has encouraged other communities to start similar programs, no longer considering these "experimental." Other communities not able at this time to begin foreign language instruction in the elementary school have decided to start formal foreign language training in the seventh grade, returning to the pattern of the early "twenties." At that time foreign languages were taught in the junior high school; in the larger communities in New Jersey with great success. The depression period and the Second World War had brought about the abandonment of this program. We are welcoming this "new trend," hoping that better language training in the high school will result from it.

However, we must admit that the shortage of foreign language teachers is becoming more acute and we are wondering where the teachers for these new programs will be found. If the shortage of high school teachers is so acute, the shortage of well-trained foreign language teachers is now very severe indeed. The situation is worse in Latin than in the modern foreign language field, too many of the teachers of Latin being now close to retirement age. To meet the foreseeable demand, we need to enlarge our intake of students in the department of foreign language at Montclair. However, we wonder where we are going to find "lively candidates" to become prospective teachers of foreign languages from high school. We are still offering 3 years only of foreign language instruction. Even when 4 and or 4½ years is offered, it is too often a compromised course in which neither good 3rd nor 4th year prevailing. The fact is unpleasant to consider teachers having the requirements for certification provided by the State Language Committee[3] -- qualifications which our program has been designed

1. See Appendix p. I-7
2. See Appendix p.8
3. See Appendix p. I-11

to give the future teachers of foreign languages since the founding of the Department -- except when working with good students. We have therefore been able to accept as majors only those whom we felt could achieve results in the short time alloted to us. We are caught in a vicious circle, either to accept all students, lowering our standards to meet their level, or continue graduating a relatively small group, though not smaller than the group graduating in other exacting sciences. The Senior class this year had 20 foreign language majors, 23 mathematics majors and 19 science majors.

Our curriculum studies strengthened our belief that our offerings could not be watered down. We would like nevertheless to experiment with giving an intermediate course in French to a group of Freshmen to prepare the students for advanced work in French. This course would have as an objective the training of the students to understand spoken as well as written French, to express themselves in simple sentences -- the acquisition of a large vocabulary, with a good pronunciation as well as the study of French syntax. We hope it would serve minors, preparing them to enroll later in courses designed for majors -- and perhaps would also prepare more majors. It might also give us the necessary knowledge to guide us in the revising of the first year offerings to meet the need of the Freshman coming to us with a very limited background without lowering our standards.

There is also a great demand for teachers with a major in one language and a minor in another. This year there were more than 15 positions open in New Jersey schools in French-Spanish combination for which we could offer no candidate. There were more than 25 calls for Latin or Latin combination teachers, with only one senior major and two senior minors available for positions. The demands for teachers being able to teach two foreign languages will grow as new junior and senior high schools are built in the state and as they need to be staffed.

## The Latin Curriculum

"Highlighting the year was the reactivation of the Latin major in the college with the acceptance of five freshmen as Latin majors and an increase in minors from 2 the preceding year to 10, in addition to one sophomore transfer major." The increase in calls for Latin or Latin combination teachers in the College Placement Office indicate the need for encouraging and recruiting more candidates for admission into the Latin Department. "With classes of 15 or 20 it will be no longer possible to combine classes in the advanced years, which in combination with the College High classes, will require staff increase. In light of the national, regional and state drive to offer or increase Latin III-IV classes in high schools, as a teacher preparatory institution and with the increased number of majors for observation serious consideration needs to be given to reinstating an advanced class in the twelfth grade of College High School."[1]

1. Report of the Latin Department 1955-56, submitted by Dr. Carolyn E. Bock to Germaine P. Cressey, Acting Chairman.

[illegible]

[illegible]

[illegible]

## The Language Curriculum

We were very happy that Mrs. Knecht was able to return to Montclair to conduct the classes in Language 300 which she has developed with remarkable skill and scholarship. This is still one of the most popular courses in General Education and students all agree on its lasting values.

Foundations of Language, which is required of all juniors in the college, is maintaining and pursuing its prime objective: to give to all prospective teachers who graduate from this college a clear understanding of the basic principles of language growth and development. The subject matter of the course is not encountered elsewhere by our students and gives them much-needed insight into the nature of the grammar and vocabulary of English and the place of English among the languages of the world.

Mrs. Knecht also devised interesting ways of enlivening the language method course, making it more meaningful to young teachers. She has asked Montclair graduates teaching in the vicinity to come back to speak on the problems confronting the foreign language teacher in the classroom and in the community. In the course in Methods this past year increased emphasis was given to Audio-Visual Aids. These are being incorporated into language teaching on all levels and in all areas with gratifying results. They are especially useful in developing aural-oral facility in a foreign language and offer to the teacher a great variety of techniques for building skills.

It should be said, too, that the foreign language majors of this college are being taught in the Methods class many of the techniques recently developed in linguistics for the teaching of a language. These techniques, which were developed by foreign language teachers during the last few years are beginning to influence the teaching of English in our high schools and will doubtless modify to a considerable degree our former concepts of how a language is best learned.

The Language Method class was closely connected with the classes in French, Spanish and Latin at College High School. The results were very encouraging. We are working towards still greater integration between this course and the College High School foreign language classes.

## The Modern Language Curriculum

The Department of Foreign Languages voted reluctantly to abandon the beginning language course in the 10th grade in response to the demands that we cut our language offerings. We wish to point out at this time the problems that will arise from this decision. It will be very difficult for a student to enter College High School in the ninth or tenth grade unless he has had the same language experience as the students in his class. We also wish to point out that a student wishing to present only 2 credits in a foreign language for college entrance will be without a modern foreign language for two years preceding his going to college. This will work a hardship if he wishes to continue with the foreign language.

We voted unanimously to retain the 3 hours in the eight grade because of the interest in the teaching of foreign languages in the elementary and junior high schools. This course given one year in French, one year in Spanish is the only one where our seniors can observe at close-

## The Language Curriculum

We were very happy that Mrs. Church was able to return to Washington to conduct the clinics in Language 200 which she has developed with remarkable skill and popularity. This is still one of the most popular courses in General Education and students all serve on its faculty panels.

Foundations of Language, which is required of all juniors in the college, is maintaining and pursuing its prime objective: to give to all prospective teachers the benefits from this college's fifty years teaching of the basic principles of language growth and development. The subject matter of the course is not accumulated elsewhere by our students and gives them much-needed insight into the nature of the grammar and vocabulary of English and the place of English among the languages of the world.

Mrs. Church also devised interesting ways of enriching the language review course, making it more meaningful to young students. The use made therein of regular newspaper material in the writing by some staff to assist on the various committees of the foreign language teachers in the district and in the community. In the course in Western Lands and Peoples students are given to write travel diaries. These are being incorporated into language teaching on all levels and in all areas with amazing results. They are especially useful in developing oral-aural facility in a foreign language and offer to the teacher a great variety of technique for building skills.

It should be said, too, that the Foreign Language majors of this college and being sought in the Washington area of the recruitment recently involved in interviews for the teaching of a language. These examiners, which were developed by foreign language teachers during the last two years are helpful in influence the teaching of English in our also schools and will undoubtedly serve to improve our foreign language and offer to the teacher a great variety of technique for building skills.

The language lecture also has closely connected with the course in French, Spanish and Latin in College High School. The results were very encouraging. We are looking towards still closer integration between this course and the College High School foreign language classes.

## The Modern Language Curriculum

The development of Foreign Language courses relatively to enrich the remaining language course in the 100s series is responsed to the demand that we put our language students. We also to point out to this the problem that will arise from this revision. It will be very difficult for a student to enter College High School in the middle of term since unless he has had the new language experience in the preceding is his class. We also wish to point out that a student taking to present only 2 credits in a Foreign Language for college admission will be asking a course Foreign Language for two years preceding his going to college. This will work a hardship if he wishes to continue with the foreign language.

We voted unanimously to retain the 7 hours in the eight type courses of the language in the education of foreign language in the elementary and junior high school. This course gives one year in French, one year in Spanish in the only one where one employs the dialogue or lingua-

hand methods applicable in any beginning language class from the first grade to the senior high school.

## The Spanish Curriculum

We were fortunate to have with us, even if for only one year, Mrs. Patricia Hull de Gravalos to fill the position left vacant by the resignation of Miss Filomena Peloro. We postponed the opening of a Spanish laboratory to give Mrs. Gravalos time to teach Mexican folklore and dances to the students. She held many dance rehearsals and supervised the making of Mexican folk costumes. She taught 3 classes at College High, thereby giving our juniors and seniors a well-rounded program of observations and participation. Mrs. de Gravalos was also in charge of Spanish 402, which she integrated successfully with her classes in the College High School.

Miss Escoriaza was able to offer again the Spanish elective 405, which was taken by all the majors. Miss Escoriaza directed the work of our two students studying at the University of Madrid. She also closely supervised the conversation classes given by Miss Isabel Gordon, a senior student who had spent the academic year 1954-55 at the University of Madrid. The students who needed aural-oral training were asked to join these classes which met twice a week.

## The French Curriculum

It was possible this year for the first time in many years to offer to the French Senior Class an elective, French 415, "The French Club and Extra-Curricular Activities." It was found of great value by the students who saw in it an opportunity to gather ideas and materials suitable for preparing programs and for the making of projects to bring more life to language work.

Mrs. Knecht was also able to devote 2 hours a week during the spring term to laboratory work in French, with the students who needed special attention.

Miss Nicole Budin, our exchange student from France, taught 2 conversation classes a week under close supervision from Miss Valentine Tonone and myself. As Acting Chairman of the Department, I kept in close touch with our students abroad and our French student here, acting as her advisor.

We retained this year for the last time a very adequate program for observation and participation in College High. French I was taught to 29 students in the ninth grade and to 12 students in the tenth grade. French III was taught to 16 students in the eleventh grade and 5 in the twelfth grade. There had been great difficulty in combining these last 2 classes because of conflicting schedules. This was the last time a beginning language in the tenth grade was offered even though the number taking it seemed to justify its continuance.

hand methods comparable in any beginning language class from the first grade to the senior high school.

## The Spanish Curriculum

We were fortunate to have with us, even if for only one year, Mrs. Patricia Bull de Arevalos to fill the position left vacant by the resignation of Miss Filomena Zafiro. We sponsored the coming of a Spanish laboratory to give Mrs. Arevalos time to teach Mexican folkdances and dances to the students. The full many dance performances and supervised the making of Mexican folk costumes. The taught 3 classes at College High, thereby giving our juniors and seniors a well-rounded program of observations and participation. Mrs. Arevalos was also in charge of Spanish 406, which she introduced successfully with her classes in the college high school.

Miss Lacoriere was able to offer again this popular elective 405, which was taken by all the seniors. Miss Lacoriere directed the work of our two students studying at the University of Madrid. She also closely supervised the conversation classes given by Miss Isabel Lawson, a senior student who had spent the academic year 1951-52 in the University of Madrid. The students who needed aural-oral training enrolled to join these classes which met twice a week.

## The French Curriculum

It was possible this year for the first time in many years to offer to the French senior Class an elective, French 415, "The French Club and Extra-Curricular Activities." It was found of great value by the students who saw in it an opportunity to gather ideas and materials suitable for presenting programs and for the making of projects to bring more life to language work.

Mrs. Bassett was also able to devote 2 hours a week during the spring term to laboratory work in French, with the students who needed special attention.

Miss Nicole Rudin, our exchange student from France, taught 1 conversation classes a week under close supervision from Miss Valentine Tonsse and myself. As acting Chairman of the Department, I kept in close touch with our students abroad and our French student here, acting as her adviser.

We retained this year for the last time a very elaborate program for observation and participation in College High. French I was taught to 39 students in the ninth grade and to 19 students in the tenth grade. French III was taught to 16 students in the eleventh grade and 3 in the twelfth grade. There had been great difficulty in combining these last 4 classes because of conflicting schedules. This was the last time a beginning language in the tenth grade was offered even though the director taking it seemed to justify its continuance.

## Department of Foreign Languages

### Enrollment Data for 1955-56

| | First Semester | | | | | | Second Semester | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 101 | 201 | 301 | 402 | 405 | 415 | 102 | 202 | 302 | 404 |
| French | 14 | 17 | 7 | 11 | | 7 | 14 | 16 | 9 | 9 |
| Spanish | 16 | 13 | 11 | 13 | 10 | | 15 | 14 | 13 | 10 |
| Latin | 15 | | 5 | | | | 16 | | 5 | |
| | | 300 | | 401 | | | | 300 | | |
| Language | | 118 | | 19 | | | | 125 | | |

## Department of Foreign Languages

### Staff for the Year 1955-56

| | |
|---|---|
| Germaine P. Cressey | Associate Professor of French and Acting Chairman of the Department |
| Teresa de Escoriaza | Associate Professor of French and Spanish |
| Carolyn E. Bock, PH.D | Assistant Professor of Latin |
| Valentine Tonone | Assistant Professor of French |
| Mathilda Knecht | Assistant Professor of Languages |
| Patricia Hull de Gravalos | Instructor of Spanish |

## Department of Foreign Languages

### Enrollment Data for 1955-56

| | First Semester | | | | | | Second Semester | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 101 | 201 | 301 | 402 | 405 | 415 | 102 | 202 | 203 | 204 | |
| French | 14 | 17 | 7 | 11 | | 7 | 14 | 16 | 9 | 3 | |
| Spanish | 16 | 14 | 11 | 13 | 10 | | 15 | 14 | 13 | 10 | |
| Latin | 15 | | 5 | | | | 16 | | 5 | | |
| Language | 118 | 100 | | 40 | | | 125 | 100 | | | |

## Department of Foreign Languages

### Staff for the Year 1955-56

| | |
|---|---|
| Maurice P. Crosley | Associate Professor of French and Acting Chairman of the Department |
| Teresa de Escofiera | Associate Professor of French and Spanish |
| Carolyn E. Bock, Ph.D. | Assistant Professor of Latin |
| Valentine Conno | Assistant Professor of French |
| Matilda Kneght | Assistant Professor of Languages |
| Patricia Hull de Crevalce | Instructor of Spanish |

## Foreign Exchange Program

Montclair was well represented at the University of Madrid this year with 2 undergraduates, recipient of the Margaret B. Holz Scholarship for Study Abroad and 2 graduates enrolled in the "Middlebury Graduate School Abroad."

An outright exchange was worked out between the Ecole Normale of Paris and the French Department. We sent one student to spend the year 1955-56 in Paris and received one French girl at Montclair. Unfortunately, due to the death of her father, our student had to return to the United States before Christmas. We kept the young French girl at the College, securing credit for sending another Montclair student to Paris the following year, 1956-57.

This year the Spanish graduating class had 3 sudents who had had a year of study abroad -- 2 in Mexico, 1 in Spain.

## Graduate School

Even though the Department of Foreign Languages was accredited to grant a graduate degree, we have preferred to wait before the undergraduate curriculum has been accepted to propose our graduate courses for approval. At present the Master's degree in the Department of Foreign Languages can be earned only by students who have had a year of study abroad under our supervision. Two students received a Master's degree this year -- Mr. William Naughton, in June, 1956, major in Spanish; Miss Madelene Devitt in August, 1956, major in French. Miss Escoriaza and Mrs. Gravalos evaluated Mr. Naughton's written comprehensive examination in the Department of Foreign Languages and gave him his oral examination. Miss Tonone and I formed a committee to pass on the written and oral examination which we required of Miss. Devitt.

There are at present 7 graduates matriculated for the Master's degree at Montclair, 5 in Spanish and 2 in French. As Chairman of the Department of Foreign Languages, I act as their advisor.

## Department Activities

We like to see as Department Activities some of the activities of our graduates. The Modern Language Association chose as working members for the writing of the Teachers Guide for Beginning Spanish, Grade III two Montclair alumni, Miss Peloro and Miss Washburn (1954). Miss Washburn was asked to give a demonstration lesson with a 6th grade before the North East Conference at Philadelphia. It was a great honor for a young woman in her first year of teaching. She was also the recipient of the first scholarship offered by the New Jersey Modern Language Teachers Association to study in a foreign country during the summer. She studied at the University of Mexico.

The Working Committee in the Modern Language Association Fourth Grade Guide in French also included a former Montclair student, Miss Frances Karibjanian (1941). We take pride in the achievements of our graduates and their recognition by national and state leaders in the field.

## Foreign Language Students

Montclair was well represented at the University of Grenoble this year with 7 undergraduates, residents of the Department. Julie Hoogstraaten for three [illegible] and [illegible] weeks spent in the "Maisonnette" [illegible] Grenoble-Grand Lycée.

An unusual attempt was made this year to send the Junior Students of Paris and the French Department. We had the student [illegible] year 1956-57 in Paris and received one French girl at Montclair. Unfortunately, due to the death of her father, one student had to return to the United States before Christmas. We sent the young French girl to the College, getting credit for teaching another Montclair student to return to Paris the following year, 1956-57.

This year the Junior Paris [illegible] class had 7 students who had had a year of study abroad -- 3 in Mexico, 1 in Spain.

## Language Speech

Even though the Department of Foreign Languages was accredited to grant a graduate degree, we have preferred to wait before the undergraduate curriculum has been revised to incorporate our graduate courses for convenient. At present the Master's degree in the Department of Foreign Languages can be earned only by students who have had 1 year of study abroad under our supervision. Two students received a Master's degree this year -- Mr. Hilliard Hamilton, in June, 1956, major in Spanish; Miss Madeleine Ledit in March, 1957, major in French. Miss Lucretia Gravelos evaluated Mr. Hamilton's written comprehensive examination in the Department of Foreign Languages and gave him his oral examination. Miss Thomas and I formed a committee to read on the written and oral examination which [illegible] required of Miss Ledit.

There are at present 7 graduate students enrolled for the Master's degree at Montclair, 3 in Spanish and 4 in French. As chairman of the Department of Foreign Languages, I act as their advisor.

## Department Activities

We like to see as Department activities some of the activities of our graduates. The Modern Language Association Honor Society [illegible] for the writing of the Tuesday Guide for Secondary Schools, Grade III two Montclair alumni, Miss Peters and Miss Hamilton (1954). Miss Hamilton was asked to give a demonstration lesson with a [illegible] before the North East Conference at Philadelphia. It was a great honor for a young woman in her first year of teaching. She was one of the recipients of the first scholarship offered by the New Jersey Modern Language Teachers Association to study in a foreign country during the summer. She studied at the University of Madrid.

The Spring Meeting in the Modern Language Association Honor Society Guide in French also included a former Montclair student, Miss Frances Kurtzlaniem (1954). We take pride in the achievements of our students and their recognition of national and state leaders in the field.

In a department as complex as ours, there are many activities in which the students together with the staff take part and many which the staff are called alone to perform.

## Latin Department

### Student Activities - College

1. Latin Club
2. Hosts at the mid-winter meeting of the New Jersey Classical Association
3. Participation in the Carnival

### College High

1. Field trip to Newark Planetarium
2. Junior Classical League - Attendance at executive meetings
3. Active in the N. J. Junior Classical League College Latin Scholarship Contest.
4. Participation on the program at the annual state convention of the Junior Classical League at Rutgers
5. Four delegates to the National Convention of the Junior Classical League at Miami University, Oxford, Ohio

### Personal Activities

Extra College

1. Editor of the New Jersey Classical Bulletin
2. Initiated the N. J. Junior Classical League College Latin Scholarship Fund and acted as chairman. Presented the first scholarship at the state convention.
3. Appeared as consultant on panel discussion of N. J. E. A. radio program entitled "How Dead is Latin"
4. Guest speaker at high school Latin clubs
5. Appointed to steering committee of the Committee on Educational Training and Trends of the American Philological Association
6. Organized "Publicity for Latin" campaign [1]
7. Served on Executive Committee of the Classical Association of the Atlantic States
8. Appointed representative from Classical Association of the Atlantic States to the Joint Committee of American Classical Organizations
9. Served on the Improved Public Relations Committee of the Classical Association of the Atlantic States
10. On the program at the Banquet Meeting at the Spring Convention of the Classical Association of the Atlantic States
11. Executive Council of the American Classical League
12. Named chairman of the National College Scholarship Committee of the American Classical League
13. Appointed associate editor of the Classical Outlook, monthly publication of the American Classical League

1. See Appendix p. 1-7

In a department as coupled as ours, there are many activities in which the students together with the staff take part and many which the staff are called alone to perform.

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1. Latin Club
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8. Appointed representative from Classical Association of the Atlantic States to the Joint Committee of American Classical Organizations
9. Served on the Improved Public Relations Committee of the Classical Association of the Atlantic States
10. On the program at the Annual Meeting at the Central Convention of the Classical Association of the Atlantic States
11. Executive Council of the American Classical League
12. Named chairman of the National College Scholarship Committee of the American Classical League
13. Appointed associate editor of the Classical Outlook, monthly publication of the American Classical League

1. See Appendix p. 1-7

14. Served as visiting professor in the Department of Classics and School of Education at the University of Minnesota for the first summer session
15. Invited as a consultant to Latin editors of Scott, Foresman & Company

Intra-college
1. Chairman of Social Committee
2. Curriculum Committee
3. Recruitment Committee

local
1. Treasurer, Evening group of A. A. U. W.
2. Education Commission of First Methodist Church[1]

## The Spanish Department

As usual the Spanish Department was called upon to give programs to high schools and community groups:

Ridgefield Park High School -- February 8
Clifton Brotherhood Week -- February 23 before a very large group
Cosmopolitan Club of Montclair -- February 28
Folk Dance Festival New York Y.M.C.A. -- April 29 before a very large group
Pan American Program -- May 8

There were two field trips to New York, a Spanish movie and the Barnard College Spanish play in February and to a Spanish restaurant and a performance of Spanish dances at Carnegie Hall.

Miss Escoriaza was asked by the Modern Language Association to serve on the advisory Committee on the Modern Language Association Teacher's Guide for Beginning Spanish in Grade III. She served faithfully, evaluating and criticizing the materials produced by the Working Committee. She also acted as consultant for programs in high schools and elementary schools in New Jersey.

Miss Escoriaza took an extensive trip to Mexico where she renewed acquaintances with former Mexican exchange students at Montclair now in key positions in education in Mexico. This strengthened our exchange with Mexico.

## The French Department

Besides the many speeches to Service Clubs and Women's Clubs in the vicinity which Miss Budin had to give, she found time to go to different high schools in Passaic, Bloomfield, Montclair, Verona, Paterson, and Newark to speak to the French Clubs.

The big activity of the year was the arrangements for attendance at the comedies given by the Comedie Francaise. Each student saw 2 or more. We also arranged for the students to see Marcel Marceau in his appearances in northern New Jersey or in New York.

1. Report of the Latin Department 1955-56, submitted by Dr. Carolyn E. Bock to Germaine P. Cressey, Acting Chairman.

14. Served as visiting professor in the Department of Languages and School of Education at the University of Kansas for the first summer session
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1. Treasurer, Evening group of A. A. U. W.
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As usual the Spanish Department was called upon to give programs to high schools and community groups:

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1. Report of the Latin Department 1955-56, submitted by Dr. Evelyn H. Hood to Germaine P. Cressey, Acting Chairman.

Miss Tonone took a trip to Mexico this summer and spent a month studying the people.

As Acting Chairman of the Department I was called upon to act as consultant on a few projects for introducing foreign language instruction in the grades:

Meeting at Board of Education of Montclair in November
Consultant to Verona
Was present at the Trenton Meeting of the Modern Language Teachers Association.
All day meeting on Middlebury Plan on 1st year college French taught on an oral basis with intensive use of laboratory equipment and tape library. This was a really new approach to the teaching of a language.
I was also asked to be on advisory board of the Modern Language Association's 4th Grade Syllabus. I accepted and served in that capacity.

During the summer, I visited the Normal School in Paris and took a long auto trip through France and Spain to be better able to advise our Montclair students on modern traveling conditions abroad and also to be able to meet on common ground with the students returning from Spain, besides renewing contacts for our student exchange.

My biggest activity as Chairman of the Department of Foreign Languages was the search for a suitable teacher of Spanish to fill the position which Mrs. de Gravalos' resigning left open. It was very difficult and discouraging. There are many teachers of Spanish, but very few have the qualifications which we deem necessary at Montclair -- a perfect knowledge of the language, teaching ability and an imagination which will mean growth in the job.

## Recommendations

Because of the trends in the teaching of foreign languages in the high school of New Jersey as stated in the beginning of this report, may I recommend:

1. the introduction of 1st year French and Spanish to prepare teachers who can handle both languages;

2. the establishment of a good workable laboratory with special place and time provided on the schedule of the teacher in charge;

3. the establishment of a Foreign Language Wing in the building as soon as is practicable. We would profit greatly by having our own rooms with a piano available for rehearsals and by having a safe space for our own visual material, costumes, etc;

4. the introduction of "A Methods Course in Latin" for the Latin majors;

5. the consideration of the request by Latin majors and minors for an elective;

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3. the establishment of a Foreign Language shop in the building as soon as it practicable. We would profit greatly by having our own room with a place available for reference and by having a safe space for our own visual material, costumes, etc;

4. the introduction of "A Methods Course in Latin" for the Latin major;

5. the consideration of the request by Latin majors and minors for an elective;

6. the investigation of the possibility of offering extension courses, "Materials and Methods for the In-Service Teacher," to help those who are returning to the profession after a prolonged absence. I had many conferences with some of our alumni who had left teaching to raise a family and have now accepted positions as teachers of foreign languages;

7. the consideration of the request by some high school students to be given a third year Latin course;

8. the introduction of an "Intermediate French" course to be given as an elective for non-majors which could also be taken by minors for credit in the department.

May I earnestly recommend that Dr. Bock be promoted to the rank of Associate Professor of Latin, a rank which she held from 1947-'50 at Northwestern State College, Louisiana.

Dr. Bock's success in bringing back to life a moribund Latin Department, the recognition of her work by national, regional, and state scholarly organizations, her contributions to the New Jersey State Teachers College at Montclair both in the college itself and the community have fully qualified her for this advancement in rank.

Respectfully submitted,

Germaine P. Cressey

Germaine P. Cressey

5. The elimination of the possibility of offering scholarship assistance, apparently not available for the In-State Tuition, to non-Iowa who are returning to the university after a prolonged absence. I feel many participants with some of our alumni who did left hoping to raise a family and have been accepted positions as teachers or coaches in Iowa;

6. The consideration of the request by some high school students to be given a third year full in course;

7. The introduction of an "Intercollegiate Transfer" course in an effort to attractive for non-athletes which could also be taken to attract for credit in the department.

May I earnestly recommend that Dr. Cook be promoted to the rank of Associate Professor of Law, a position she held from 1947-70 at Northwestern State College, Natchitoches.

Dr. Cook's success in bringing back to life a moribund public speaking, the recognition of our work on national, regional, and state scholarly organizations, her contributions to the Iowa Jersey State Teachers College of Industrial Arts in the colleges itself and the community have fully justified her further advancement in rank.

Respectfully submitted,

Dorothy G. Cooney

DEPARTMENT OF FOREIGN LANGUAGES

Appendix

for

Report to the President
Academic Year
1955 - 1956

THE AMERICAN PHILOLOGICAL ASSOCIATION
A National Organization of Classicists

TO: N.J. Guidance and Personnel Directors
FROM: The Committee on Educational Training and Trends
SUBJECT: The Status of Latin in Public Schools

We invite your attention to the future of the "Classics" in the American public school system. As you know, in the secondary school the "Classics" are represented mainly by Latin. But, if something is not done now to relieve the severe shortage of Latin teachers, Latin may disappear altogether from our schools. In your position as a professional educator, you can do much to help.

U.S. LEVEL

1. Currently, approximately 400,000 youths study Latin each year.
2. BUT, of this number, only 20,000 have the opportunity to take more than two years. Why? Because only 30% of the nation's schools which offer language courses (50% of the U.S. schools offer no language courses) give Latin beyond the second year.

N.J. LEVEL

1. Approximately 20,000 study Latin each year in the public schools. Our state is sixth in the nation in percentage of Latin enrollment.
2. About 1000 continue with Latin III-IV. Note that only 40% of the schools in this state offer more than two years of Latin.
3. 40% of the high school Latin teachers are in the 50-70 age bracket. Far too few are in the 20-30 age range.

It is from the above-mentioned numbers of "advanced" students that the majority of future teachers of public school Latin must come. And yet, many will not go on to college; of those who go to college, few will plan to teach; and fewer will continue with college Latin and plan to teach Latin.

With the increase in school population, the increase of new junior and senior high schools, and the increase of Latin teachers reaching the age of retirement, the inadequate supply of recruits becomes smaller making it impossible to meet even the present demand for Latin teachers.

Specifically what can you as a school administrator do to help? Stress the contributions that Latin can make to the "general course" as well as the the "college" and "professional" courses. Encourage students to continue with Latin III and IV since such students are the best guarantee against the disappearance of the "Classics". Publicize the vocational opportunities of teaching Latin.

We appreciate your cooperation and assistance.

Sincerely,

Carolyn E. Bock, Montclair State Teachers College

Samuel D. Atkins, Princeton University
Chairman, Committee on Educational Training & Trends, APA

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We appreciate your cooperation and assistance.

Sincerely,

Carolyn E. Bock, Montclair State Teachers College

Samuel E. Lytle, Princeton University
Chairman, Committee on Educational Training & Trends, APA

May 22, 1956

Dear New Jersey Chapters of F. T. A.:

Congratulations upon your interest in the teaching profession and intention to join us in this great work! You perform yeoman service in publicizing the need for teachers and in actively engaging in teacher recruitment among your classmates. Will you extend your campaign by promoting the need for Latin teachers in New Jersey and the United States? There is a shortage and we would like to have your help in recruitment. This is the present situation:

1. 19,420 boys and girls studied Latin in the public secondary schools of New Jersey in 1954-1955.

2. 1,108 or only 9.3% continued with Latin III-IV.

3. Of these 1,108 advanced students, many will not go on to college; of those who go to college, few will plan to teach; and fewer will continue with college Latin and plan to teach Latin. Yet it is from this yearly reservoir of Latin III-IV in the high schools that most of the future teachers of public school Latin will be drawn if the subject is to survive in the public schools.

4. In New Jersey, 40.1% of the high school Latin teachers are in the 50-70 age bracket. Far too few are in the 20-30 age range.

5. With the increase in school population, the increase of new junior and senior high schools, and the increase of Latin teachers reaching the age of retirement, the inadequate trickle of recruits become smaller making it impossible to supply even the present demand for Latin teachers.

6. If the present shortage of teachers persists, Latin may disappear from our public schools within the next generation.

WILL YOU HELP PREVENT THIS? Will you talk up among students the vocational opportunities of continuing the study of Latin and preparing to teach Latin in New Jersey schools?

Thank you for your cooperation.

Sincerely,

Carolyn E. Bock
State Teachers College, Montclair

Samuel D. Atkins
Chairman, Committee on Educational Training and Trends, American Philological Association

May 27, 1956

Dear New Jersey Chapters of F. T. A.:

Congratulations upon your interest in the teaching profession and intention to join us in this great work! You perform yeoman service in publicizing the need for teachers and in actively engaging in teacher recruitment among your classmates. Will you extend your campaign by promoting the need for Latin teachers in New Jersey and the United States? There is a shortage and we would like to have your help in recruitment. This is the present situation:

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WILL YOU HELP REVIVE THIS? Will you talk up among students the vocational opportunities of continuing the study of Latin and preparing to teach Latin in New Jersey schools?

Thank you for your cooperation.

Sincerely,

Carolyn E. Hook
State Teachers College, Montclair

Samuel L. Atkins
Chairman, Committee on Educational
Training and Trends, American
Philological Association

THE AMERICAN PHILOLOGICAL ASSOCIATION

To: Friends of Education: N. J. Citizens Commissions
N. J. Parent Teachers Associations
Education Chairmen of AAUW Chapters N.J.
From: Committee on Educational Training and Trends
Subject: Status of Latin in the Public Schools

Existing at the core of every great civilization are ideals of human excellence, a body of shared values, concepts, and attitudes, a storehouse of literature and other works of art which have been handed down from earlier times. Known as "the Classics," they are evidence of man's efforts to make the most of his human capacities; they serve as a measure of human greatness; they give to the particular civilization its historical continuity.

As you know, in the secondary school "Classics" are represented mainly by Latin. But, if something is not done now to relieve the severe shortage of Latin teachers, Latin may disappear altogether from the public schools. In your position as interested laymen you can do much to help.

U. S. LEVEL

1. Currently, approximately 400,000 boys and girls study Latin each year.
2. But of this number only 20,000 have the opportunity to take more than two years. Why? Because only 30% of the nation's schools which offer language courses (50% of the U. S. schools offer no language courses) give Latin beyond the second year.

N. J. LEVEL

1. Approximately 20,000 study Latin each year in the public schools. Our state is sixth in the nation in percentage of Latin enrollment.
2. About 1,000 continue with Latin III-IV. Note that only 40% of the schools in this state offer more than two years of Latin.
3. 40% of the high school Latin teachers are in the 50-70 age bracket. Far too few are in the 20-30 age range.
4. New Jersey falls below the national level in the % of beginners who continue the study in III-IV.

It is from the above mentioned numbers of "advanced" students that the majority of future teachers of public school Latin must come. And yet, many will not go on to college; of those who go to college, few will plan to teach Latin.

With the increase in school populations, the increase of new junior and senior high schools, and the increase of Latin teachers reaching the age of retirement, the inadequate supply of recruits becomes smaller, making it impossible to meet even the present demand for Latin teachers.

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THE AMERICAN PHILOLOGICAL ASSOCIATION Part -2-

Students entering Junior High Schools now will not be available to the teaching staff for another decade, We must start now to meet the increasing shortage of the '60's.

Specifically what can you do as citizens interested in preserving the high quality of New Jersey education?

1. Encourage promising young people to elect Latin.
2. Strive to strengthen the Latin program in your community by
   a. Suggesting smaller sections for improved instruction (a maximum of 25).
   b. Working for larger enrollments in Latin III and IV (without this group for further training in Latin at the college level we cannot guarantee teachers for even Latin I and II in the future.)
3. Emphasize the historical and cultural values of the Classics for the general student and citizenry and the desirability of preserving these values for society.
4. Consider the contributions which the study of Latin can make to the program of the gifted child.
5. Cite the advantage of long-term study of a subject for entrance to college, success in college work, graduate research and preparation for the professions, and vocational possibilities for teaching.
6. Search the community for men and women qualified to teach Latin and urge them to enter or re-enter the field on a temporary, part-time, or full-time basis.

We invite your attention and will appreciate your assistance.

Samuel D. Atkins, Princeton University, Chairman

Carolyn E. Bock, State Teachers College at Montclair

Students entering Junior High Schools now will not be available to the teaching staff for another decade. We must start now to meet the inevitable shortage of the '60's.

So ideally what can you do as citizens interested in preserving the high quality of Iowa Jersey education?

1. Encourage promising young people to elect Latin.
2. Strive to strengthen the Latin program in your community by
   a. Suggesting smaller sections for improved instruction (a maximum of 25).
   b. Working for lower enrollments in Latin III and IV (without this excuse for further training in Latin at the college level we cannot guarantee teachers for even Latin I and II in the future.)
3. Emphasize the historical and cultural values of the Classics for the general student and citizenry in the desirability of preserving these values for society.
4. Consider the contributions which the study of Latin can make to the program of the gifted child.
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Samuel D. Atkins, Princeton University, Chairman

Carolyn B. Rose, State Teachers College at Montclair

Dear Fellow-Educator:

The enclosed statement from the Committee on Educational Training and Trends of the American Philological Association gives you a picture of the status of Latin in the public schools on a national level. Let's see what the present situation is at the state level:

1. Approximately 20,000 boys and girls study Latin each year in the public secondary schools of New Jersey. Our state is 6th in the nation in % of Latin enrollment.

2. About 1,000 continue with Latin III-IV. Note that only 40% of this state's schools offer more than 2 years of Latin.

3. Of these 1,000 advanced students, many will not go on to college; of those who go to college, few will plan to teach; and fewer will continue with college Latin and Plan to teach Latin.

4. In New Jersey, 40% of the high school Latin teachers are in the 50-70 age bracket. Far too few are in the 20-30 range.

5. With the increase in school population, the increase of new junior and senior high schools, and the increase of Latin teachers reaching the age of retirement, the inadequate supply of recruits becomes smaller making it impossible to meet even the present demand for Latin teachers.

6. If the present shortage of teachers persists, Latin may disappear from our public schools within the next generation even though there is a sizeable student and parental demand for it.

We invite your attention to this problem and welcome your comments and assistance.

Sincerely yours,

Carolyn E. Bock
State Teachers College, Montclair

Samuel D. Atkins, Chairman of Committee
on Educational Training and Trends, A.P.A.

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1. Approximately 20,000 boys and girls study Latin each year in the public secondary schools of New Jersey. Our state is 4th in the nation in % of Latin enrollment.

2. About 1,000 continue with Latin III-IV. Note that only 40% of this state's schools offer more than 2 years of Latin.

3. Of these 1,000 advanced students, many will not go on to college; of those who go to college, few will plan to teach; and fewer still continue with college Latin and plan to teach Latin.

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THE AMERICAN PHILOLOGICAL ASSOCIATION
A National Organization of Classicists
Paul MacKendrick, Secretary-Treasurer
Bascom Hall, The University of Wisconsin
Madison 6, Wisconsin

FROM: The Committee on Educational Training and Trends
SUBJECT: The Status of Latin in Public Schools

At the heart of every great civilization there is an ideal of human excellence, a core of shared values, concepts, and attitudes, a storehouse of literature and other works of art coming down from earlier times. They are evidence of man's efforts to make the most of his capacities; they serve as the measure of human greatness; they give to the particular civilization its historical continuity.

These are the "Classics." Yet today they are in grave danger. We invite the help of fellow-educators and of the American public.

Latin is the Classics' main representative in the secondary schools. But Latin may disappear altogether from our public schools in the near future if something is not done now to relieve the severe shortage of Latin teachers. Here are some nationwide statistics:

One-half the nation's public schools offer no language whatsoever.

Approximately 400,000 youths are studying Latin each year, and there are strong indications that the demand for it will increase as the school population grows.

Of the 400,000 taking Latin, however, only 20,000 are permitted to take more than two years. Why? Because only 30 per cent of the schools offering language at all offer Latin beyond the second year.

It is from these 20,000 that most of the future teachers of public school Latin are to be drawn, if there are to be any teachers at all. And now, more statistics:

Of the 20,000, many will not go on to college.

The majority of the rest who do go on will not enter the teaching profession.

As the trickle of recruits becomes smaller and smaller, our present teachers grow older, and more and more retire each year.

What can be done to help? The single most important action is to urge introduction of third-year and fourth-year Latin into the curriculum, reducing if necessary, the minimum class size required to initiate them. Students encouraged to take more than two years of Latin in high school are the greatest potential insurance which educators and the public have that the

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study of Latin and the Classics will not disappear . . . that the gifted children of tomorrow will receive the solid education they deserve . . . that the heritage will be preserved.

But where can one find the teachers to teach extra classes right now, not only the third-year and fourth year courses but also the additional first-year and second-year sections which more and more students and parents are requesting? These are some of the suggestions which may be addressed to educational administrators:

(1) Review the qualifications of your present staff. If anyone with a Latin major or minor is teaching in another field (especially English or the social studies, since replacements are easier to get in these areas), urge this teacher to take Latin sections.

(2) Relieve combination Latin teachers of their other assignments to make them available for a total Latin program.

(3) Reclaim any "hidden" Latin teachers who graduated in the '30's when jobs were scarce and who were shunted into other fields.

(4) Examine some of your administrators' majors (many excellent Latin teachers have gone into guidance and principal's jobs) and see if they can be persuaded to teach an advanced class.

(5) Search the community for married women and others qualified to enter or re-enter teaching and encourage them to take refresher courses, workshops in summer, or classes during the year if possible.

(6) Favor, if possible, the college graduate with Latin training when interviewing candidates for future positions.

These steps mark only the beginning. With the assistance of all who are concerned with the high quality of this country's education we are sure that the Classics will be maintained and enhanced, that they will continue to keep intact the best of our civilization's traditions and thought for the generations ahead.

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THE COMMITTEE ON EDUCATIONAL TRAINING AND TRENDS

S. D. Atkins, Chairman, Princeton University
P. L. MacKendrick, University of Wisconsin
N. T. Pratt, Indiana University
J. L. Heller, University of Illinois
C. E. Bock, Montclair (N.J.) State Teachers College
M. Stuart, Hunter College (N.Y.)
W. H. Willis, University of Mississippi

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M. Stuart, Hunter College (N.Y.)
W. H. Willis, University of Mississippi

Conferring as individuals rather than as representatives of organizations, the twelve persons named below met on 4-5 February 1956 with the administrative staff of the MODERN LANGUAGE ASSOCIATION OF AMERICA (6 Washington Square North, New York 3, N.Y.) and reached a consensus as follows:

WE COMMEND the MLA for leadership in clarifying the desirable qualifications of and means of preparing teachers of modern foreign languages. We believe that application of the principles specified below is central to effective preparation of future teachers in all subject-matter fields. Methods of certifying teachers should hereafter guarantee adequate preparation by including evidence of proficiency based on performance as well as upon credit hours. Certification of candidates by the State, and accreditation of programs of teacher education by the professional accrediting agency, should therefore be based on the following principles:

1. All institutions professing to prepare teachers of modern foreign language for elementary and secondary schools should set up specific programs designed to give future teachers the desired qualifications in their teaching field as defined by the MLA in cooperation with other national or regional organizations of foreign language teachers.

2. Modern foreign language teachers in the elementary and secondary schools and in the colleges, together with the State authorities and professional accrediting agencies, should cooperate in setting up criteria for approving teacher education programs.

3. Certification of a modern foreign language teacher by the State authority should be based upon satisfactory completion of such a program, together with specific recommendation of the candidate by the institution.

4. The institution should be responsible for evaluating all the qualifications and the proficiency of the candidate, including liberal education, professional preparation, and total readiness to teach. Qualification acquired by private study or other personal experience should be accepted by the institution when substantiated by proper evaluation.

5. Standardized tests of proficiency should be developed as soon as possible to assist the institution and the employer in diagnosing a candidate's qualifications as a language teacher.

---

W. Earl Armstrong, Director, National Council for Accreditation of Teacher Education
James T. Coleman, President, National Association of State Directors of Teacher Education and Certification
Robert W. Eaves, Executive Secretary, Department of Elementary School Principals, National Education Association
Finis E. Engleman, Commissioner of Education of the State of Connecticut
Stephen A. Freeman, Vice President of Middlebury College
Edgar Fuller, Executive Secretary, National Council of Chief State School Officers
Alonzo G. Grace, Dean, School of Education, New York University (Chairman)
Francis Keppel, Dean, School of Education, Harvard University
Earl J. McGrath, President of the University of Kansas City
Dean Forest M. Murphy, Chairman, Committee on Standards, National Council For Accreditation of Teacher Education
Ellsworth Tompkins, National Association of Secondary School Principals
Philip Wardner, Presdent, National Commission on Teacher Education and Professional Standards

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At request the MLA for Isocrenein in discussion the desirable qualifications of and means of securing teachers of modern foreign languages. We believe that qualification of the criteria specified below is central to effective preparation of future teachers in all subject-matter fields. Methods of certification teachers should emphasize measures adequate promotion by individual evidence of proficiency rather than attendance as well as mere credit hours. Certification of candidates by the state, and assignment of graduates of teacher education by the professional placement agency should be based on the following principles:

1. All institutions preparing to prepare teachers of modern foreign language for elementary and secondary schools should set up specific programs designed to give future teachers the desired qualifications in their teaching field as defined by the MLA in consultation with other national organizations of foreign language teachers.

2. Future foreign language teachers in the elementary and secondary schools and in the colleges, together with the state authorities and professional associations, should cooperate in setting up criteria for secondary teacher preparation.

3. Certification of a modern foreign language teacher by the state authority should be based upon satisfactory completion of such a program, together with specific recommendation of the candidate by the institution.

4. The institution should be responsible for evaluating all the qualifications and the proficiency of the candidate, including liberal education, professional preparation, and total readiness to teach. Qualification required by institutions or other personal experience should be accepted by the institution upon substantiated by proper evaluation.

5. Demonstrated teaching proficiency should be developed as soon as possible so that the institution and the employer is discovering candidate's qualifications as a language teacher.

---

Karl Litzenberg, Director, National Council for Accreditation of Teacher Education
James F. Coleman, President, National Association of State Directors of Teacher Education and Certification
Robert E. Laird, Executive Secretary, Department of Elementary School Principals, National Education Association
Fritz Ehrhorn, Consultant of Education of the State of Connecticut
Brandon S. Frazier, Vice President of Kindergarten College
Lester Kirkpatrick, Executive Secretary, National Council of Male Teacher Colleges
Oliver E. Grace, Dean, Dean, School of Education, New York University (Chairman)
Francis Keppel, Dean, School of Education, Harvard University
Karl L. Mathews, President of the University of Kansas City
Don Francis M. Murphy, Chairman, Committee on Standards, National Council for Accreditation of Teacher Education
Edwards Foundation, National Association of Secondary School Principals
Philip Hanson, President, National Association of Teacher Education and Professional Standards

FORM FOR EVALUATING SUBJECT-MATTER COMPETENCE OF SECONDARY-SCHOOL TEACHERS OF MODERN FOREIGN LANGUAGES

Based on Qualifications Statement prepared by the Steering Committee of the Foreign Language Program of the Modern Language Association and endorsed by 18 national or regional language organizations.

Pending the development of tests for the objective evaluation of the qualifications of modern-language teacher the following form may help those who prepare teachers to give their students the benefit of a subjective evaluation. To be significant, this estimate should conform as closely as possible to what the evaluator believes the objective evaluation would be, i.e., the bulk of the checks would fall in the minimal or good categories.

Name of Applicant_____ Address_____

Language_____

Please check one category for each competence. If further gradation is desired, check to the left (high) or to the right (low) of center.

| COMPETENCE | SUPERIOR | GOOD | MINIMAL | |
|---|---|---|---|---|
| 1. AURAL UNDER-STANDING | Ability to follow closely & with ease all types of standard speech, such as rapid or group conversation, plays & movies. | Ability to understand conversation of average tempo, lectures, & news broadcasts. | Ability to get the sense of what an educated native says when he is enunciating carefully & speaking simply on a general subject. | |
| Check here | | | | |
| 2. SPEAKING | Ability to approximate native speech in vocabulary, intonation, & pronunciation (e.g., the ability to exchange ideas & to be at ease in social situations). | Ability to talk with a native without making glaring mistakes, & with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation & intonation. | Ability to talk on prepared topics (e.g., for classroom situations) without obvious faltering, & to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native. | |
| Check here | | | | |

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TEACHERS OF MODERN FOREIGN LANGUAGES

Based on qualifications statements prepared by the Steering Committee of the Foreign Language Program of the Modern Language Association and endorsed by 1n national or regional language associations.

Regarding the assignment of marks for the subjective evaluation of the qualifications of modern-language teachers as follows Form may be used though teachers to give their students the benefit of a subjective evaluation. To be significant, this estimate should conform as closely as possible to what the standard subjective evaluation would be, i.e., the grade of the student would fall in the minimal or good categories.

Name of Applicant _____ Address _____

_____

Language _____

Please check one category for each competence. If further gradation is desired, check to the left (high) or to the right (low) of center.

| Competence | Superior | Good | Satisfactory | |
|---|---|---|---|---|
| 1. Auditory comprehension | Ability to follow closely & with ease all types of standard speech, even on rapid or prolonged conversation, plays & movies. | Ability to understand conversation of average speed, lectures, & news broadcasts. | Ability to get the sense of what an educated native says when he is enunciating carefully on a general subject. | |
| Check here | | | | |
| 2. Speaking | Ability to converse native speech in vocabulary, intonation, & pronunciation (e.g., the ability to express ideas as to be at ease in social situations). | Ability to talk with a native without quite giving evidence, & with a command of vocabulary and syntax sufficient to express one's thoughts in ordinary conversation. This implies speech at normal speed with good pronunciation & intonation. | Ability to talk or prepared speech (e.g., for classroom situations) without serious difficulties, & to use the commonest conversation phrases for getting around in the foreign country. Speaking with a correct intonation really intelligible to a native. | |
| Check here | | | | |

| COMPETENCE | SUPERIOR | GOOD | MINIMAL | |
|---|---|---|---|---|
| 3. READING | Ability to read, almost as easily as in English, material of considerable difficulty, such as essays & literary criticism. | Ability to read with immediate comprehension prose & verse of average difficulty & mature content. | Ability to grasp directly (i.e., without translating) the meaning of a simple, non-technical prose, except for an occasional word. | |
| Check here | | | | |
| 4. WRITING | Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, & some feeling for the style of the language | Ability to write a simple "free composition" with clarity & correctness in vocabulary, idiom, & syntax. | Ability to write correctly sentences of paragraphs such as would be developed orally for classroom situations, & to write a short, simple letter. | |
| Check here | | | | |
| 5. LANGUAGE ANALYSIS | Ability to apply knowledge of descriptive, comparative, and historical linguistics to the language-teaching situation. | A basic knowledge of the historical development & present characteristics of the language, an awareness of the difference between the language as spoken & as written. | A working command of the sound-patterns & grammar patterns of the foreign language, & a knowledge of its main differences from English. | |
| Check here | | | | |

| | | | |
|---|---|---|---|
| 7. [illegible] | Ability to read, almost as easily as to English, material of considerable difficulty, but at average literary quality. | Ability to read with immediate comprehension prose of a type of average difficulty a serious author. | Ability to grasp directly (i.e., without successively the meaning of a whole, non-technical prose, except for an occasional word. |
| [illegible] | | | |
| 8. [illegible] | Ability to write an essay or [illegible] with intellectual [illegible], use of [illegible], a note [illegible] for the style of the [illegible] | Ability to write a simple "type composition" with clarity & correctness in [illegible] idiom, a [illegible]. | Ability to make correctly [illegible] of [illegible], such as would be [illegible] or [illegible] [illegible], a [illegible] a short, simple letter. |
| [illegible] | | | |
| 9. [illegible] | Ability to apply knowledge of [illegible], [illegible], and [illegible] [illegible] in the [illegible]-[illegible] situation. | A basic knowledge of the [illegible] [illegible] demonstrated a [illegible] [illegible] of the [illegible] [illegible] of the [illegible] between the language or [illegible] & of [illegible]. | A working command of the [illegible] [illegible] a [illegible] performance of the foreign language, & a [illegible] of its main differences from English. |
| [illegible] | | | |

| COMPETENCE | SUPERIOR | GOOD | MINIMAL | |
|---|---|---|---|---|
| 6. CULTURE | An enlightened understanding of the foreign people & their culture, achieved through personal contact, preferably by travel & residence abroad, through study of systematic descriptions of the foreign culture, & through study of literature & the arts. | First-hand knowledge of some literary masterpieces, an understanding of the principal ways in which the foreign culture resembles & differs from our own, & possession of an organized body of information on the foreign people & their civilization. | An awareness of language as an essential element among the learned & shared experiences that combine to form a particular culture, & a rudimentary knowledge of the geography, history, literature, art, social customs, & contemporary civilization of the foreign people. | |
| Check here | | | | |
| 7. PROFESSIONAL | A mastery of recognized teaching methods, & the ability to experiment with & evaluate new methods & techniques. | The ability to apply knowledge of methods & techniques to the teaching situation (e.g., audio-visual techniques) & to relate one's teaching of the language to other areas of the curriculum. | Some knowledge of effective methods & techniques of language teaching. | |
| Check here | | | | |

Evaluator _____ Title _____

Date _____ Institution _____

Remarks:

| CONTENT | EXCELLENT | GOOD | MINIMAL | |
|---|---|---|---|---|
| 6. CULTURE | An enlightened understanding of the foreign people & their culture, acquired through personal contact, preferably by travel & residence abroad, through study of systematic characteristics of the foreign culture, & through study of literature & the arts. | First-hand knowledge of some literary masterpieces, an understanding of the principal ways in which the foreign culture resembles & differs from our own, & possession of an organized body of information on the foreign people & their civilization. | A recognized of language as essential element among the learned & shared convictions that contrib to four a multi-cultur culture, & a rudimentary knowledge of the geography, history, literature, art, social customs, & contemporary civilization of the foreign people. | |
| Other area | | | | |
| 7. PROFESSIONAL | A mastery of recognized teaching methods, & the ability to converse easily with a native speaker of the language. | The ability to apply knowledge of methods & techniques to the teaching situation i.e., audio-visual techniques & to relate one's teaching of the language to other areas of the curriculum. | Some knowledge of effective methods & techniques of language teaching. | |
| Other area | | | | |

Evaluator _____ Title _____

Date _____ Institution _____

Signature: _____

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

DEPARTMENT OF MATHEMATICS

Report to the President
Academic Year
1955-1956

I. General Trends.

After the 1956 Summer Session the Mathematics Department moved into the new Classroom Building where facilities are adequate for carrying on the work of the department as soon as some interior work is completed.

One change was made in department personnel -- Mr. Steinhart accepted a position with IBM and Mr. Steinen, joined the department as Assistant Professor (GII). Mr. Steinen received his A.B. and A.M. degrees from MSTC and is now doing graduate work at Teachers College, Columbia University.

II. Departmental data.

Undergraduates

| | Majors | | Minors | | Total | |
|---|---|---|---|---|---|---|
| 1955 | Oct. 1 | Feb. 1 | Oct.1 | Feb. 1 | Oct. 1 | Feb. 1 1956 |
| Freshmen | 35 | 35 | 8 | 8 | 43 | 43 |
| Sophomores | 31 | 31 | 5 | 5 | 36 | 36 |
| Juniors | 19 | 19 | 1 | 1 | 20 | 20 |
| Seniors | 21 | 21 | 0 | 0 | 21 | 21 |

Graduates June 1956
Master of Arts Degree Conferred on :

Arlene K. Belle,
Blair Krimmel,
Mrs. Betty Ruth Wagner.

Regular Staff Load (semester-hours)

| | Fall | Spring | | Fall | Spring |
|---|---|---|---|---|---|
| Dr. Davis | 15 | 15 | Dr. Meserve | 15 | 15 |
| Mr. Clifford | 14 | 16 | Mr. Schumaker | 14 | 16 |
| Mr. Humphreys | 14 | 16 | Mr. Steinhart | 16 | 14 |

Report 2

Fall Semester - Part-time Graduate Division

Davis, 504; Mr. Clifford, 528; Mr. Schumaker, 400;
Mr. Humphreys, 509C.

Spring Semester - Part-time Graduate Division

Davis, 501B; Dr. Meserve, 540; Mr. Humphreys, 530;

III. Individual Staff Reports
Report by David R. Davis

| 1955 | Conventions Attended |
|---|---|
| 10/24 | State Teachers College; Paterson, N. J. |
| 11/10-12 | N. J. E. A. Convention, Atlantic City, N. J. |
| 12/9 | Conference at Hotel New Yorker, New York City. |
| 12/27 | AAAS exhibit and conferences, Atlanta, Ga. |
| 12/29-30 | National Council Teachers of Mathematics, Wash., D.C. |
| 1956 | |
| 1/12 | Executive Council Meeting, N.J. Colleges, Newark, N.J. |
| 1/20 | Cooperative H.S. Teachers Conference, MSTC |
| 4/28 | Math. Assc. of America, Stevens Institute, Hoboken, N.J. |
| 5/4 | College Faculty Association, Jersey City, N.J. |
| 5/10-11 | Lectures-Math. Assc. of America-Drew University |

Committees: Besides the usual faculty committees, I have served as a member of the following:
Examination Committee for Rutgers University
Exploratory Committee for Math. Assc. of America
Chairman of Program Committee for the Organizational meeting of the N.J. Section of the Math. Assc. of America.
5/5 Member of panel discussion, Rutgers University.

Publications

During the past year I have written two book reviews, two articles on the teaching of mathematics, and more on the revision of the Introductory College Mathematics text.

Student Advisory Work

1. Kappa Mu Epsilon - honor society for mathematics majors
2. Annual student banquet for mathematics majors Jan.18,1956
3. CHS Back to school night, Dec. 12, 1956
4. College advisor for 16 students
5. Advisor for several student Committees on departmental activities.

Report of 1955-1956 academic activities of Bruce E. Meserve

In addition to a full teaching load, I have been a sponsor of Aphesteon (the mathematics honorary), contributed a guest editorial on "Creativity in Mathematics" to the MSTC QUARTERLY (Winter Issue), refereed 8 papers for the MATHEMATICS TEACHER, reviewed four textbooks for publishers, and participated in off-campus professional meetings and other activities as follows:

Fall Semester - Inter-Time Pressure Division

Davis, John; Dr. Clifford, Sec; Dr. Zimmerer, Ass;
Dr. Dumpers, Ass.

Spring Semester - Pre-Time Pressure Division

Davis, Bill; Dr. Smiers, Ass; Dr. Dumpers, Ass;

III. Individual Staff Reports
Report by David D. Davis

1955 Conventions Attended

10/24 State Teachers College; Kearney, N. J.
11/10-12 N. J. E. A. Convention, Atlantic City, N. J.
12/9 Conference on Metal Man Lorner, New York City.
12/27 Joint exhibit and conference, Atlanta, Ga.
12/29-30 National Council Teachers of Mathematics, Wash., D.C.

1956

1/12 Executive Council meeting, N.J. College, Newark, N.J.
1/30 Cooperative N.S. Teachers Conference, NYC
4/20 Math. Assn. of America, Stevens Institute, Hoboken, N.J.
5/4 College Equity Association, Jersey City, N.J.
6/10-11 Lectures-Wash. Assn. of American-Dean University

Committees: Serving the usual faculty committees,
I have served as a member of the following:
Examination Committee for Rutgers University
Exploratory Committee for Math. Ass. of America
Committee of Inquiry Committee for the Organization
meeting of the N.J. Section of the Math.
Assn. of America.
5/4 Member of panel discussion, Rutgers University.

Publications

During the past year I have written two more reviews, two articles on the teaching of mathematics, and more on the revision of the laboratory College Mathematics text.

Student Activity Fund

1. Dance to Fall Term - Social Society for welcoming new staff
2. Annual student banquet for outgoing seniors Jan.18,1956
3. Gift Book to school nurse, Dec. 19, 1955
4. College advisor for 12 students
5. Advisor the several student Committees in departmental activities.

Report of Inter-Item Academic activities of Dean D. Mabry

In addition to a full teaching load, I have been a member or chairman of several faculty committees, conducted a class seminar on "Creativity in Mathematics" in the spring, conducted (Minor issue), refereed a class for the Mathematics Teachers, reviewed four textbooks for publishers, and participated in off-campus professional meetings and other activities as follows:

Report 3

Meetings: I attended over 25 meetings in 6 states and delivered the following papers:

"Insights into Modern Mathematics" Penn. State Educ. Assoc.

"Ways of Teaching Understanding in Algebra" Christmas Meeting of National Council of Teachers of Mathematics(NCTM), Washington

"The Graduate Training of Teachers of Mathematics"Assoc. of Teachers of Math. of NYC and Math Chairmans Assoc.,

"Foundations of Algebra" Annual Meeting of NCTM, Milwaukee,

"A Teacher's View of Mathematics" Annual Meeting of Assoc. of Mathematics Teachers of New Jersey(AMTNJ)

"Implications for the Mathematics Curriculum" 4th Annual Institute of AMTNJ,

"Generalizations in Secondary School Mathematics" a series of five 90-minute lectures at the Institute of the Assoc. of Mathematics Teachers of New England, Williamstown, Mass.

Publications: Most of my writing this year has been on a revision of the Rosenbach-Whitman COLLEGE ALGEBRA. Two books have appeared in print: FOUNDATIONS OF ALGEBRA FOR HIGH SCHOOL TEACHERS, 198 pp. prepared under a grant from the National Science Foundation, and FUNDAMENTAL CONCEPTS OF GEOMETRY, 311 pp. (Addison-Wesley). Four articles were accepted for publication and four others appeared in print:

"The Illinois Experiment in Mathematics Preparation for College" The New Jersey Mathematics Teacher (Oct.'55) pp. 15-25,

"An Exploratory Approach to Solving Equations" (with Max Beberman) The Mathematics Teacher (Jan. '56) pp. 15-18,

"Graphing in Elementary Algebra"(with Max Beberman) The Mathematics Teacher (April '56) pp. 260-266,

"The Evolution of Geometry" The Mathematics Teacher (May '56) pp. 372-382.

Committees:Chairman, NCTM Com. on Cooperation with Industry; Chairman, NCTM Com. on Secondary School Standards; Chairman, NCTM Com. for Nomination of an Editor of The Mathematics Teacher; NCTM Com. on Secondary School Curriculum; NCTM Editorial Com. for yearbook Insights Into Modern Mathematics; Executive Council of AMTNJ; Book Review Editor for The New Jersey Mathematics Teacher; Com. on Contests and Awards of NY Sec. of Mathematical Assoc. of America. As a member of the last committee I did the final preparation of the 1956 contest which was entered by over 22,000 high school students, including about 20 from College High School.

Report by Paul C. Clifford

In addition to the usual college committee work, Mr. Clifford continued to serve on the Exectutive Committee of the Association of State Teachers Colleges, and was elected to represent Montclair on the Executive Council which replaces the old Policies Committee. He has also agreed to serve on the committee for the next yearbook of the National Council of Teachers of Mathematics as co-author of the section on Statistics and Approximation.

In the town of Montclair, he served on the Curriculum Committee for the Montclair Adult Education school, and spoke

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"Ways of teaching Understanding in algebra" Conference meeting of National Council of Teachers of Mathematics (NCTM), Washington
"The graduate training of teachers of mathematics" Assoc. of Teachers of math. of Ark. and Mich. Universities Assoc.,
"Foundations of algebra" Annual meeting of MAA, Milwaukee,
"A Teacher's view of Mathematics" Annual meeting of Assoc. of Mathematics Teachers of New Jersey (NJ 4)
"Implications for the Mathematics Curriculum" 4th Annual Institute of NCTM,
"Generalizations in Secondary School Mathematics" a series of five 90-minute lectures at the Institute of the Assoc. of Mathematics Teachers of New England, Williamstown, Mass.

Publications: Most of my writing this year has been on a revision of the Hosmer-Hilton COLLEGE ALGEBRA. Two books have appeared in print: TRIGONOMETRY: A FUNCTION APPROACH (COMPUTER TRACKERS, 1st ed. prepared under a grant from the National Science Foundation, and SOLUTIONS OF CONCEPTS OF ALGEBRA, 2d ed. (Addison-Wesley). Four articles were accepted for publication and four others appeared in print:

"The Illinois Experiment in Mathematics Preparation for College" The New Jersey Mathematics Teacher (Oct. '59) pp. 13-20,
"An exploratory approach to solving inequalities" (with Max Beberman) The Mathematics Teacher (Apr. '59) pp. 12-19,
"Graphing in Elementary Algebra" (with Max Beberman) The Mathematics Teacher (April '59) pp. 200-206,
"The evolution of geometry" The Mathematics Teacher (May '58) pp. 372-380.

Committees: Chairman, A. M. Com. on Cooperation with Industry; Chairman, Acta Com. on Secondary School Standards; Chairman, NCTM Com. for Nomination of an Editor of The Mathematics Teacher; NCTM Com. on Secondary School Curriculum; NCTM Material Com. for yearbook Insights into Modern Mathematics; Executive Council of AMTNJ; Book Review Editor for The New Jersey Mathematics Teacher; Com. on Contests and Awards of NJ Sec. of Mathematical Assoc. of America. As a member of the Jam committee I did the final preparation of the 1960 contest which was entered by over 22,000 high school students, including about 20 from College High School.

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In the town of Montclair, he serves on the Curriculum Committee for the Montclair Public Education school, and works

on his experiences in the field of technical assistance to several town groups including the College Women's Club and Rotary.

In the field of Quality Control he spoke at the Rutgers Conference on "Quality Control's Function in Industry",to the Society for the Advancement of Management on "Efficient Procedures in Quality Control" and to the Metropolitan Section of A·S.Q.C. on "management Problems in Quality Control". In addition he delivered papers at both the Washington Conference and the Annual Meeting in Montreal on "Quality Control in Europe". He continues on the Editorial Board of Industrial Quality Control where he edits the Problem Department.

In the International field, Mr. Clifford served the International Cooperation Administration as consultant for a joint American-European project in the field of Quality Control. This project which grew out of the previous program in Europe, brought some twenty European experts in the field of Quality Control to America to study training procedures in this field. In addition to planning the program, Mr. Clifford participated in several special seminars: Department of Defense, Purdue University, Marquette University, and Rochester Institute of Technology, as well as a final seminar on training in Washington. He is chairman of the Committee on International Cooperation of the A.S.Q.C. and is the American representative to the newly formed European Association for Quality Control.

Report by T. Roland Humphreys

Membership and participation in the activities of the following professional groups: American Mathematical Society, The Mathematics Association of America, The National Council of Teachers of Mathematics, The Association of Mathematics Teachers of New Jersey, Section 10 of the New York Society for the Experimental Study of Education, The Central Association of Science and Mathematics Teachers, and the Association of Mathematics Teachers of Mathematics of New York City, the National Educational Association , The New Jersey Educational Association, The Association of the New Jersey State Teachers College Faculties, the M.S.T.C. Faculty Association, and The Council of State Employees.

Graduate and undergraduate students interested in attending professional meetings: The Association of Mathematics Teachers of New Jersey, Section 10, and the Arithmetic Conference held at Jersey City Teachers College.

Records made of professional meetings: Arithmetic Conference, and Lectures at Drew University sponsored by the Mathematics Association of America.

Book review editor of the New Jersey Mathematics Teacher to May 1956.

on his experiences in the field of technical assistance in several Iron Curtain Industry, the Dutch Quality Control and Robert.

In the field of quality control he spoke on the Problems Conference on "Quality Control's function in industry", in the Society for the Advancement of Management on "Criteria for Quality Control" and to the Management Section of A.S.Q.C. on "Management Problems in Quality Control". In addition he delivered papers at both the Washington Conference and the Annual Meeting in Montreal on "Quality Control in Europe". He continues on the Editorial Board of Industrial Quality Control where he edits the Foreign Department.

In the International field, Mr. Clifford served the International Cooperation Admin. Division as consultant for a joint American-European project in the field of quality control. This project took place out of the previous year in Europe, through some twenty European experts in the field of quality control in America to study training procedures in their field. In addition to planning the program, Mr. Clifford participated in several special seminars: Department of Defense, Force Quartermaster, Aeronautical Navigability, and Goodyear Industries of Technology. He will be a final seminar on training in Washington. He is also a member of the Committee on International Cooperation of the A.S.Q.C. and is the American representative on the newly formed European Association for Quality Control.

Report by T. Roland Gaudette

Membership and participation in the meetings of the following professional groups: American Mathematical Society, The Mathematics Association of America, The National Council of Teachers of Mathematics, The Association of Mathematics Teachers of New York, Section 10 of the New York Society for the Experimental Study of Education, The Central Association of Science and Mathematics Teachers, and the Association of Mathematics Teachers of Elementary of New York City, the National Elementary Association. The New Jersey Mathematical Association, The Association of New Jersey Science Teachers, the N.J.T.C. Faculty Association, and The Council of State Supervisors.

Graduate and undergraduate courses undertaken in attending professional meetings: The Association of Mathematics Teachers of New Jersey, Section 10, and the Mathematics Conference Data of Jersey City Teachers College.

Papers made of professional meetings: Mathematics Conference, and Textbook at New Jersey University sponsored by the Mathematics Association of America.

Book review editor of the New Jersey Mathematics Teacher in May 1960.

Report 5

Elected chairman of the mathematics section of the Association of New Jersey State Teachers College Faculties.

Listed in the 1955 edition of American Men of Science Vol.I, Physical Science.

Class activities: Teaching of Mathematics in the Elementary School, construction of visual and manipulative aids.

Graduate class in Multisensory Aids to Mathematics Instruction, construction of teaching aids and annotated bibliographies.

Math. 308, analyses of pupil difficulties, remedial teaching and development of units of work.

Int. 403. Practice teachers made applications early, secured observations by interested school executives, and half secured positions before returning to the campus.

General Academic activities: Meetings of the Essex County Alumni Chapter of Phi Beta Kappa.

Columbia University, Phi Delta Kappa

M.S.T.C. some meetings of Kappa Delta Pi.

Community Activities: College High School P.T.A., Chairman, Education Com. First Baptist Church of Montclair, and the Cosmopolitan Club of Montclair.

During the Spring semester I continued my graduate work at Teachers College, Columbia University under the guidance of Dr. Howard Fehr.

Report by John A. Schumaker

Advanced Study:

The following requirements achieved in the Division for the Scientific Study and Advancement of Education of the New York University School of Education:

1. Preliminary written comprehensive examination for Ph.D. degree.
2. Course entitled "Current Trends in Mathematics Education" three semester hours of major field content seminar.
3. Course entitled "Research Investigations in Mathematics Education" three semester hours of major field content seminar.

Meetings Attended:

1. Annual meeting of New Jersey College Mathematics Teachers(now New Jersey Section of Mathematical Association of America) at Convent Station, Oct. 7, 1955.
2. Joint meeting of Associations of Mathematics Teachers of New Jersey and New York at New Brunswick, Jan.29,1956.
3. Annual meeting of Metropolitan New York Section of Mathematical Association of America at Hoboken,Apr.28,1956.
4. Association of Mathematics Teachers of New Jersey at New Brunswick, May 5, 1956.
5. Mathematical Association of America lectures at Drew University, May 10 and 11, 1956

Accepted for Publication

Book review for New Jersey Mathematics Teacher (in Oct.1956 issue)

Report 2

Elected President of the Mathematics Section of the Association of New Jersey State Teachers College Faculties.
Lectures in the Math section of American Ass'n of Colleges for Teacher Education.
Physical Science.

Class Activities: Teaching of mathematics in the elementary school, construction of visual aid materials with.
Graduate class in multigrade Math to mathematical instruction, construction of basic aid and emphasis with teachers.
Math. 305, analysis of pupil difficulties, remedial teaching and evaluation of units of work.
Ed. 405, practice teaching made applicable to Math., assigned observations in laboratory school classrooms, and unit lesson preparation before returning to the campus.

Special academic activities: Members of the Essex County Mathematics Club for four years.
Columbia University, 1st Term Summer
A.S.T.U. Area meetings of Essex Table 1.

Community activities: Coaches Girls Scout (T.A.), Salvation Association Com. First Aid in Church of Montclair, and the Community Club of Montclair.

During the spring semester I conducted an experiment at Trenton College, criterion achievement under the guidance of Dr. Edward Lee.

Report of John T. Schwartz

Advanced Study:
The following requirements achieved in the Division for the Scientific Study and Advancement of Curriculum of the New York University School of Education:
1. Participating college curriculum coordination for Lt. Col. Carter.
2. Course activities "Current Trends in Mathematics Education" three semester hours of credit first semester.
3. Course activities "Advanced Investigations in Mathematics Education" three semester hours of credit first semester.

Meetings Attended:
1. Annual meeting of New Jersey College Mathematics Teachers and New Jersey Section of Mathematical Association of America at Cooper Union, Oct. 7, 1938.
2. Joint meeting of associations of Mathematics Teachers of New Jersey and New York at New Brunswick, Oct. 11, 1938.
3. Annual meeting of Association New York Section of Mathematical Instruction of America in Poughkeepsie, Oct. 1, 1938.
4. Association of Mathematics Teachers of New Jersey at New Brunswick, May 7, 1938.
5. National Association of American Instructors of Deaf Interpreters, Apr 12 and 13, 1938.

Prepared for publication
Book review for the Jersey Mathematics Teacher (in Oct. 1938 issue)

Professional Memberships

1. Mathematical Association of America
2. National Council of Teachers of Mathematics
3. Association of Mathematics Teachers of New Jersey
4. Illinois Council of Teachers of Mathematics
5. American Association of University Professors

Miscellaneous

Active as advisor to Sigma Phi Mu(M.S.T.C. mathematics club)

IV. Recommendations

With respect to the new Class Room Building we recommend:

1. That shades be provided for Rooms 104,106, 108 and the two Mathematics Offices on the East side of the building. These rooms are extremely uncomfortable on sunny days during the Spring and Fall and they cannot be used during the Summer months.

2. That Room 109 be converted into a Mathematics Office and that Room 101 be reserved for a seminar and class room. For the student body now contemplated this additional space will be badly needed. Life Hall should provide plenty of room for smoking and relaxation necessary for the students.

3. To repeat a reccommendation made last year: We strongly urge that a scientific study be made of New Jersey's needs for secondary teachers in the various fields of teacher education at Montclair, and that the quota of entering freshmen for each department be determined in proportion to these needs, provided the number of applicants in each case permits.

# Annual Report of Medical Department
## 1955-1956

I. Trends and Developments.

The work of this year has followed the general program of previous years.

1. Physical examinations..... 1,350
2. Physical examinations of high school students.
3. Follow-up medical recommendations.
4. Correction of physical defects.
5. Improvements of physical conditions of individual students referred to medical department.
6. Hearing tests (audiometer 4 A) of all entering students of college and College High School.
7. Communications with private physician re: improving physical efficiency of students.
8. Filing of insurance claims for students and compensation of employees.

II. Services Rendered.

A. Treatments...(firstaid)..... 4,965

B. Dormitory care of students..... 280

C. Issuance of make-up slips..... 1,160

D. Office Consultations..... 1,135

E. Referring students to specialists when necessary..... 217

F. Correspondence with insurance companies re: students health program.....

G. Attendance at all home athletic events.....

H. Attendance at all home athletic events of College High School.....

I. Chest x-rays..... 1,225

J. Recheck chest x-rays..... 8

K. Injections...allergy...vitamins...small pox...and...typhoid preventive..... 978

# Annual Report of Medical Department
## 1935-1936

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7. Communications with private physician re: improving physical efficiency of students.

8. Filing of insurance claims for students and compensation of employees.

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A. Treatments...(Firstaid)..... 4,965

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D. Office Consultations..... 1,135

E. Referring students to specialists when necessary..... 217

F. Correspondence with insurance companies re: students health program.....

G. Attendance at all home athletic events.....

H. Attendance at all home athletic events of College High School.....

I. Chest x-rays..... 1,225

J. Reduce chest x-rays..... 8

K. Injections...allergy...vitamins...small pox...and...typhoid prevention..... 378

L. Initial calls to off campus students.....

M. Examinations other than annual medical.....

1. for employment..... 225
2. for camp..... 96
3. for applicants with defects noted on form C..... 426
4. Wasserman tests..... 4
5. Salk vaccine inoculations.....

N. Ultra-violet acne therapy.....

O. Senior class statements of health for certification.....

III. Enrollment Data.

Undergraduate total as of first semester..... 1,200

Undergraduate total as of spring semester..... 1,216

College High School enrollment..... 179

IV. Staff and Staff changes.

The medical department has consisted of one full time non-resident physician and one full time resident nurse. Part time local physicians have been employed to assist with physical examinations, and in connection with men's athletic injuries.

Two part time graduate nurses assisted in the Medical Department from September to June. Student help was used as needed.

V. Recommendations.

1. Two full time resident nurses.

2. Use services of 3 part time registered assistant nurses with tuition and living expenses as compensation.

3. Better follow-up work for correction of defects as noted on physical examinations.

4. Budget to include retainer fee for services of psychiatrist.

L. Initial calls to off campus students.....

M. Examinations other than annual medical.....

1. for employment..... 225
2. for camp..... 96
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4. Budget to include remainder fee for services of psychiatrist.

VI. Diagnostic and Therapeutic equipment needed.

A. New audiometer for screening of students.

B. Infra-red lamps (2)

VII. Improved infirmary facilities.

A. Construction of an infirmary for care of students.

B. Diet kitchen for preparation of meals.

C. Waiting room for students.

D. Dressing room for preparing for physical examinations.

E. Centralization of medical department.

Respectfully submitted,

Margaret M. Wurts

Margaret M. Wurts, M.D.

Charlotte Pritchard

Charlotte Pritchard, R.N.

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B. Intra-oral lamps (2)

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Charlotte Pritchard, R.N.

New Jersey State Teachers College at Montclair

Department of Music

Report to the President
Academic Year
1955 - 1956

I. Trends and Developments:

A. Gifts to the College

1. The music department of the State Teachers College at Montclair has been named beneficiary of a Metropolitan Life Insurance endowment policy of five thousand dollars ($5000). Name of policy holder withheld.

2. From Mr. Otto E. Raetzer, 376 Claremont Avenue, Montclair, piano scores from the music library of the late Mrs. Otto Raetzer.

3. From Mr. and Mrs. Harry Gramis, 199 East Second Street, Brooklyn 18, New York, a set of drums.

4. From Mr. H. M. Dyckman, 40 Northern Drive, Short Hills, New Jersey, a Steinway Grand Piano - Syle B. This piano has been re-conditioned and is used in the Rehearsal Room, Music Building.

5. From Mr. Henry Ploch, 86 Grove Street, Clifton, New Jersey, an extensive record library consisting of 112 albums of Masterworks and 118 single records of opera, orchestra and piano music. All 78 R. M.

B. Artist File Pre-view, Music Educators Association of New Jersey

The third Artist File Pre-view of the Music Educators Association of New Jersey was held in Russ Hall on Sunday afternoon, February 26, 1956. At that time artist members of this association performed for an audience composed of the program chairmen of the Women's Clubs of Northern New Jersey. The purpose of extending the facilities of the college to the Music Educators of New Jersey was to bring about closer working relations between studio teachers of applied music and the music department of this college.

C. New Jersey Chapter: National Association of Teachers of Singing

Television demonstration by voice students of Jean Ludman, Audio-Visual Aids Television Studio, Saturday evening, April 14. Again, the purpose of bringing this group to the college was to cultivate closer working relations between studio teachers of voice and the music department of this college.

New Jersey State Teachers College at Montclair

Department of Music

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Academic Year
1955 - 1956

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Television demonstration by voice students of Jean Ludwig, Audio-Visual Aids Television Studio, Saturday evening, April 14. Again, the purpose of bringing this group to the college was to cultivate closer working relations between studio teachers of voice and the music department of this college.

D. Instrumental Ensemble Festival

The Department of Music of the New Jersey Education Association sponsored the sixth annual Instrumental Ensemble Festival at this college on Saturday, April 21. The purpose of this festival is to bring together students and teachers who are interested in performing small ensembles of from three to six parts in any combination of string, wood, brass or percussion instruments with only one player to a part. Sixty-two ensemble groups from 25 schools with a total of 237 students participated in the festival. The festival closed with a program of ensemble music played by our music students for our visitors.

E. Musical Instruments Purchased

1. Cabart Clarinet #12 R.
2. Reynolds Baritone Horn #36221.

F. Inventory of College Owned Instruments as of July 1, 1956

The College owns the following instruments which are loaned to students for use in Music 205, 206, 309, and in the college orchestra, band and music workshop.

| Name of Instrument | Make | Serial Number |
|---|---|---|
| 1. Violin #1, bow | | |
| 2. Violin #2, bow | | |
| 3. Violin #3, bow | | |
| 4. Viola #1, bow | | |
| 5. Viola #2, bow | | |
| 6. Cello #1, bow, cover | John Juzek | |
| 7. String Bass #1, French bow | American Standard | |
| 8. String Bass #2, French bow | Kluson Mfg. Company | |
| 9. String Bass #3, German bow | John Juzek | |
| 10. Cello #2, bow, cover | John Juzek | |
| 11. Cello #3, (College H. S.) | | |
| 12. Piccolo in C | Reynolds | 12980 |
| 13. Piccolo | Guy Humphrey | |
| 14. Flute | Haynes | |
| 15. Flute | Armstrong | 24192 |
| 16. Flute | Gerard - Paris | |
| 17. Oboe #1 | Continental Wonder | |
| 18. Oboe #2 | Penzel Muller | |
| 19. English Horn | Loree | J 90 |
| 20. Clarinet B flat | M. Lacroix Paris | |
| 21. Bass Clarinet | Rampone | 25233 |
| 22. Alto Clarinet | Mariel Freres | |
| 23. Clarinet | Noblet | 5607 |
| 24. Clarinet | Pastore | A 108-175 |
| 25. Clarinet | P. Gerard | 126 |

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| 4. Viola #1, bow | | |
| 5. Viola #2, bow | | |
| 6. Cello #1, bow, cover | John Juzek | |
| 7. String Bass #1, French bow | American Standard | |
| 8. String Bass #2, French bow | Kinson Mfg. Company | |
| 9. String Bass #3, German bow | John Juzek | |
| 10. Cello #2, bow, cover | John Juzek | |
| 11. Cello #3, (College H. S.) | | |
| 12. Piccolo in C | Reynolds | 12980 |
| 13. Piccolo | Guy Humphrey | |
| 14. Flute | Haynes | |
| 15. Flute | Armstrong | 24192 |
| 16. Flute | Gerard - Paris | |
| 17. Oboe #1 | Continental Wonder | |
| 18. Oboe #2 | Ferrel Leader | |
| 19. English Horn | Lorge | 1 90 |
| 20. Clarinet B Flat | L. Lacroix Paris | |
| 21. Bass Clarinet | Hampone | 25233 |
| 22. Alto Clarinet | Martel Freres | |
| 23. Clarinet | Noblet | 5607 |
| 24. Clarinet | Pastore | A 108-175 |
| 25. Clarinet | F. Gerard | 126 |

| Name of Instrument | Make | Serial Number |
|---|---|---|
| 26. Clarinet | French | |
| 27. Clarinet in A | Albert | 41237 |
| 28. French Horn (single) | C. G. Conn. | 364684 |
| 29. French Horn (double) | Conn. | 362339 |
| 30. French Horn | Continental Colonial | 124469 |
| 31. French Horn | Rampone | 444 |
| 32. Bassoon | Cabart | |
| 33. Cornet | Getzen (stolen) | 6321 |
| 34. Cornet | Conn. | 508229 |
| 35. Cornet | King | 332334 |
| 36. Cornet | Olds | 3491 |
| 37. Mellophone | Grand Rapids U.S.A. (Traded on Bassoon) | 102310 |
| 38. Baritone | King (sold to Bloomfield High School) | 10031 |
| 39. Baritone (bell front) | Pan American | 133157 |
| 40. B flat tuba | Relacquered (exchanged for Sousaphone) | 987 |
| 41. E flat Tuba | Conn. | 155134 |
| 42. B flat Tuba | Cleartone | 7374 |
| 43. Sarrusophone | Conn. | V 215 |
| 44. Sousaphone | York | 90856 |
| 45. Fluegelhorn | Melville-Clarke | 2621 |
| 46. Trombone with F valve | York | 1131 |
| 47. Bass Trombone | Holton | 98718 |
| 48. Baritone | York | 65184 |
| 49. Tuba | King | 253987 |
| 50. Tympani 4 | | |
| 51. Field Drum #1 | | |
| 52. Field Drum #2 | | |
| 53. Drum concert snare | | |
| 54. Cymbals ( 2 pairs) | | |
| 55. Glockenspiel | | |
| 56. Orchestra bells | | |
| 57. Guitar | | |
| 58. Clarinet | Cabart | #12 R |
| 59. Baritone Horn | | 36221 |
| 60. Alto Recorder | Koch | |
| 61. Soprano recorder #1 | Koch | |
| 62. Soprano recorder #2 | Koch | |

G. Concerts and Extra-Curricular Activities

1. College Band, choir, Convocation, September 27, Amphitheatre.
2. College Band, S.G.A. assembly, October 4, College gymnasium.
3. College Band, football game, October 15, campus.
4. College Band, football game, October 21, campus.
5. College Band, football game, October 29, campus.

| Name of Instrument | Make | Serial Number |
|---|---|---|
| 26. Clarinet | French | |
| 27. Clarinet in A | Albert | 41237 |
| 28. French Horn (single) | C. G. Conn. | 364064 |
| 29. French Horn (double) | Conn. | 362239 |
| 30. French Horn | Continental Colonial | 124409 |
| 31. French Horn | Mompone | 444 |
| 32. Bassoon | Cabart | |
| 33. Cornet | Cotton (stolen) | 0321 |
| 34. Cornet | Conn. | 500222 |
| 35. Cornet | King | 332234 |
| 36. Cornet | Olds | 3421 |
| 37. Melophone | Grand Rapids U.S.A. (traded on Bassoon) | 102310 |
| 38. Baritone | King (sold to Bloomfield High School) | 10021 |
| 39. Baritone (bell front) | Pan American | 132157 |
| 40. B flat tuba | Replacement (exchanged for Sousaphone) | 947 |
| 41. E flat Tuba | Conn. | 152134 |
| 42. E flat Tuba | Gleanfone | 7374 |
| 43. Sarrusophone | Conn. | V 215 |
| 44. Sousaphone | York | 90650 |
| 45. Alpenhorn | Melville-Clarke | 2621 |
| 46. Trombone with F valve | York | 1131 |
| 47. Bass Trombone | Holton | 94718 |
| 48. Baritone | York | 05184 |
| 49. Tuba | King | 253907 |
| 50. Tympani 4 | | |
| 51. Field Drum #1 | | |
| 52. Field Drum #2 | | |
| 53. Drum concert snare | | |
| 54. Cymbals ( 2 pairs) | | |
| 55. Glockenspiel | | |
| 56. Orchestra bells | | |
| 57. Guitar | | |
| 58. Clarinet | Cabart | #12 8 |
| 59. Baritone horn | | 36221 |
| 60. Alto Recorder | Koch | |
| 61. Soprano recorder #1 | Koch | |
| 62. Soprano recorder #2 | Koch | |

6. Concerts and Extra-Curricular Activities

1. College Band, choir, Convocation, September 27, Auditorium.
2. College Band, S.G.A. assembly, October 4, College gymnasium.
3. College Band, football game, October 15, campus.
4. College Band, football game, October 21, campus.
5. College Band, football game, October 29, campus.

6. College High School, 7th grade to youth concert, Carnegie Hall, New York.
7. Student Recital #1, Chapin Hall, November 18.
8. Little Band, Assembly, College Gymnasium, November 22.
9. College Choir, Y.W.C.A. Ridgewood, December 1.
10. Student Recital #2, Chapin Hall, December 2.
11. Collegium Musicum Concert, Russ Hall, December 4.
12. College Choir, Belleville High School, December 9.
13. Student Recital #3, Russ Hall, December 9.
14. Graduation Recital, Joan Finn - soprano, Russ Hall, December 11.
15. Collegium Musicum Concert, College Women's Club, Russ Hall, December 12.
16. Annual Christmas Concert, College Choir and Orchestra, College gymnasium, December 14.
17. College High School Christmas Concert, College High School Gymnasium, December 15.
18. Little Band Concert, Bloomfield High School, January 4.
19. Graduation Recital, David Shotwell - Piano, Russ Hall, January 8.
20. Student Recital #4, Chapin Hall, January 13.
21. Graduation Recital, Joy Perraudin - Violin, Russ Hall, January 15.
22. College Orchestra Assembly, College Gymnasium, January 16.
23. Secondary Piano Recital (Mr. Present), Russ Hall, January 16.
24. Student Recital #5, Russ Hall, January 20.
25. Graduation Recital, Gail Trull, Russ Hall, January 22.
26. Secondary Piano Recital (Mrs. Priesing), Studio 12, Music Building, January 23.
27. Student Recital #6, Russ Hall, January 23.
28. Graduation Recital, Theresa Duda - Piano, Russ Hall, January 29.
29. College Band Concert, College Gymnasium, January 31.
30. Graduation Recital, Marcia Schwarz - Violin, Russ Hall, February 5.
31. Artist File, Music Educators of New Jersey, Russ Hall, February 26.
32. Student Recital #7, Chapin Hall, March 23.
33. National Association of Teachers of Singing, New Jersey Chapter, Mrs. Ludman, Television Studio, Audio-Visual Aids, April 14.
34. Student Recital #8, Russ Hall, April 20.
35. Sixth Annual Instrumental Ensemble Festival, Department of Music of the New Jersey Education Association, College High School, April 21.
36. Student Recital #9, Chapin Hall, April 27.
37. Faculty Recital, Murray Present - Pianist, Russ Hall, April 29.
38. College High School Concert, Miss Morse, College High School Gymnasium, May 11.
39. Student Recital #10, Chapin Hall, May 11.
40. Graduation Recital, Jean Mc Bride - Cello, Russ Hall, May 13.
41. College Choir Concert, Mr. Hayton, College Gymnasium, May 16.
42. Student Recital #11, Russ Hall, May 18.
43. Graduation Recital, Genaro Mignola - Oboe, Russ Hall, May 20.
44. Graduation Recital, Barbara Plater - soprano, Russ Hall, May 27.
45. Collegium Musicum and the College Orchestra, Mr. Kahn, College Gymnasium, May 28.

6. College High School, 7th grade to Youth concert, Carnegie Hall, New York.
7. Student Recital #1, Chapin Hall, November 18.
8. Little Band, Assembly, College Gymnasium, November 22.
9. College Choir, Y.W.C.A. Ridgewood, December 1.
10. Student Recital #2, Chapin Hall, December 2.
11. Collegium Musicum Concert, Russ Hall, December 4.
12. College Choir, Belleville High School, December 9.
13. Student Recital #3, Russ Hall, December 9.
14. Graduation Recital, Joan Fium - soprano, Russ Hall, December 11.
15. Collegium Musicum Concert, College Women's Club, Russ Hall, December 12.
16. Annual Christmas Concert, College Choir and Orchestra, College Gymnasium, December 14.
17. College High School Christmas Concert, College High School Gymnasium, December 15.
18. Little Band Concert, Blue Field High School, January 4.
19. Graduation Recital, David Shotwell - Piano, Russ Hall, January 8.
20. Student Recital #4, Chapin Hall, January 13.
21. Graduation Recital, Joy Ferrandin - Violin, Russ Hall, January 15.
22. College Orchestra Assembly, College Gymnasium, January 16.
23. Secondary Piano Recital (Mr. Present), Russ Hall, January 16.
24. Student Recital #5, Russ Hall, January 20.
25. Graduation Recital, Gail Trull, Russ Hall, January 22.
26. Secondary Piano Recital (Mrs. Frissing), Studio 12, Music Building, January 23.
27. Student Recital #6, Russ Hall, January 23.
28. Graduation Recital, Theresa Duda - Piano, Russ Hall, January 29.
29. College Band Concert, College Gymnasium, January 31.
30. Graduation Recital, Marcia Schwarz - Violin, Russ Hall, February 5.
31. Arvlat File, Music educators of New Jersey, Russ Hall, February 26.
32. Student Recital #7, Chapin Hall, March 25.
33. National Association of Teachers of Singing, New Jersey Chapter, Mrs. Ludman, Television Studio, Audio-Visual Aids, April 14.
34. Student Recital #8, Russ Hall, April 20.
35. Sixth Annual Instrumental Ensemble Festival, Department of Music of the New Jersey Education Association, College High School, April 21.
36. Student Recital #9, Chapin Hall, April 27.
37. Faculty Recital, Murray Present - Pianist, Russ Hall, April 29.
38. College High School Concert, Miss Torre, College High School Gymnasium, May 11.
39. Student Recital #10, Chapin Hall, May 11.
40. Graduation Recital, Jean De Tride - Cello, Russ Hall, May 13.
41. College Choir Concert, Mr. Hayton, College Gymnasium, May 16.
42. Student Recital #11, Russ Hall, May 16.
43. Graduation Recital, Deanna Mikmola - Oboe, Russ Hall, May 20.
44. Graduation Recital, Barbara Plater - soprano, Russ Hall, May 27.
45. Collegium Musicum and the College Orchestra, Mr. Kahn, College Gymnasium, May 28.

46. College Band, Assembly, College Gymnasium, June 1.
47. Student Recital #12, Chapin Hall, June 1.
48. Graduation Recital, Jacques Rizzo - Oboe, Russ Hall, June 3.
49. Student Recital #13, Russ Hall, June 4.
50. Student Recital #14, Russ Hall, June 6.
51. Student Recital #15, Russ Hall, June 8.
52. College Choir, Mr. Hayton, College Baccalaureate, Amphitheatre, June 10.
53. College High School Choir, Miss Morse, College High School Baccalaureate, College High School Auditorium, June 10.
54. Musical Program (Junior music majors), President Partridge's Reception to the Seniors: Consuela Waxwood, harp; Josephine Astone, soprano; Russ Hall, June 12.
55. College High School Chorus, College High School Commencement, Amphitheatre, June 13.
56. College Choir, College Band, College Commencement, Amphitheatre, June 14.

H. Musical Organizations of the College*

1. The College Choir, Russell Hayton, Conductor.
2. The College Orchestra, Emil Kahn, Conductor.
3. The College Band, Ward Moore, Conductor.
4. Collegium Musicum, Emil Kahn, Conductor.

* Class A musical organization, financially maintained by S.G.A.

I. Men in Music - discontinued

By vote of the members and faculty advisor, Mr. Ward Moore, Men in Music, an organization of men music majors has been discontinued. This organization has given way to the rapidly growing Student Chapter of the Music Educators National Conference.

J. Student Chapter of the Music Educators National Conference

This organization has become a vital force in contributing to the professional growth of our music students. At the monthly meetings, prominent Music Educators of Northern New Jersey are guest speakers. Membership is drawn from all classes. Members are eligible to attend National and sectional meetings of the Music Educators National Conference. They also take an active part in the annual meeting of the Department of Music of the New Jersey Education Association which meets in Atlantic City in November. Mr. Louis Zerbe is faculty advisor.

II. Enrollment Data:

A. Music Majors

| | | | |
|---|---|---|---|
| Seniors | 10 | Sophomore | 19 |
| Juniors | 12 | Freshman | 24 |

46. College Band, Assembly, College Gymnasium, June 1.
47. Student Recital #12, Chapin Hall, June 1.
48. Graduation Recital, Jacques Hirvo - Oboe, Bass Hall, June 1.
49. Student Recital #13, Bass Hall, June 1.
50. Student Recital #14, Bass Hall, June 6.
51. Student Recital #15, Bass Hall, June 6.
52. College Choir, Mr. Hayton, College Baccalaureate, Amphitheatre, June 10.
53. College High School Choir, Miss Torre, College High School Baccalaureate, College High School Auditorium, June 10.
54. Musical Program (Junior music majors), President Partridge's Reception to the Seniors: Consuela Kenwood, Harp; Josephine Astone, soprano: Bass Hall, June 12.
55. College High School Chorus, College High School Commencement, Amphitheatre, June 13.
56. College Choir, College Band, College Commencement, Amphitheatre, June 14.

H. Musical Organizations of the College*

1. The College Choir, Russell Hayton, Conductor.
2. The College Orchestra, Emil Kahn, Conductor.
3. The College Band, Ward Moore, Conductor.
4. Collegium Musicum, Emil Kahn, Conductor.

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II. Enrollment Data:

A. Music Majors

| | | | |
|---|---|---|---|
| Seniors | 10 | Sophomore | 19 |
| Juniors | 12 | Freshman | 24 |

B. Music Minors

| | |
|---|---|
| Seniors | 4 |
| Juniors | 2 |
| Sophomores | 3 |

C. General Students

1. Music 100 - Music Appreciation (required of all students).

2. Integration 475 A - Fundamentals of Elementary School Music (elective for general students who desire elementary certification).

D. Attrition during School Year 1955 - 1956

1. Junior Year

   a. Shirley Dietz-Radice, married, left school to go to work.
   b. Gloria Di Salvo, left school to become air plane hostess.

2. Sophomore Year

   a. Edward Bogusewski, decided he did not want to become a teacher.
   b. Nancy Hepler, financial reasons.

3. Freshman Year

   a. Clarylin Southwood, married, moved to Connecticut.
   b. Christine Blair, married.
   c. Robert Siroka, transferred to New York University.
   d. Elias Zareva, transferred to Rutgers University.
   e. Richard Bouree, dropped by college, low scholarship.
   f. Wilhelm Goetz, entered ministry.
   g. Judy Hodgkins, transferred to State Teachers College, Paterson.
   h. Robert Raymond, dropped by college for low scholarship.

E. Applied Music Instruction

Music majors choose a primary and secondary instrument in applied music, one of which is piano. Students receive a one hour private lesson weekly in the primary instrument and a one-half hour private lesson weekly on the secondary instrument. The following table indicates concentration in applied music.

| Instrument | Number of Students | |
|---|---|---|
| | Primary | Secondary |
| Flute | 1 | 1 |
| Clarinet | 8 | 1 |
| Oboe | 2 | |
| Bassoon | 1 | |
| French Horn | 1 | |

B. Music Majors

| | |
|---|---|
| Seniors | 4 |
| Juniors | 2 |
| Sophomores | 3 |

C. General students

1. Music 100 - Music Appreciation (required of all students).

2. Integration 475 A - Fundamentals of Elementary School Music (elective for general students who desire elementary certification).

D. Attrition during school year 1955 - 1956

1. Junior Year

a. Shirley Mae-Radice, married, left school to go to work.
b. Gloria Di Salvo, left school to become air plane hostess.

2. Sophomore Year

a. Edward Dogsewski, decided he did not want to become a teacher.
b. Nancy Hepler, financial reasons.

3. Freshman Year

a. Marylin Southwood, married, moved to Connecticut.
b. Christine Blair, married.
c. Robert Gibbs, transferred to New York University.
d. Alice Reeves, transferred to Rutgers University.
e. Richard Burns, dropped by college, low scholarship.
f. William Goetz, entered industry.
g. Judy Hodgins, transferred to State Teachers College, Paterson.
h. Robert Raymond, dropped by college for low scholarship.

E. Applied Music Instruction

Music majors choose a primary and secondary instrument in applied music, one of which is piano. Students receive a one hour private lesson weekly in the primary instrument and a one-half hour private lesson weekly on the secondary instrument. The following table indicates concentration in applied music.

| Instrument | Number of Students: Primary | Number of Students: Secondary |
|---|---|---|
| Flute | 1 | 1 |
| Clarinet | 3 | 1 |
| Oboe | 2 | |
| Bassoon | 1 | |
| French Horn | 1 | |

| Instrument | Number of Students Primary | Secondary |
|---|---|---|
| Baritone Horn | 1 | |
| Trumpet | 7 | |
| Trombone | 4 | 2 |
| Tuba | 1 | |
| Violin | 4 | 2 |
| Viola | 1 | |
| Cello | 3 | 1 |
| Voice | 10 | 8 |
| Piano | 12 | 48 |
| Organ | 3 | |
| Percussion | 2 | |
| Harp | 2 | |

F. Graduation Recitals

1. Paula Fidel, clarinet.
2. Joanne Finn, voice.
3. Jean Mc Bride, cello.
4. Gennaro Mignola, oboe,
5. Joy Perraudin, violin.
6. Jacques Rizzo, oboe.
7. Marcia Schwartz, violin.
8. David Shotwell, piano.
9. Gail Trull, piano.

III. Staff and Courses:

A. Full Time Teachers

1. Edna McEachern, Music History, Music Theory, Music Education, piano, administration.
2. Dorothy Morse, Choral Music, Elementary Music Education for music majors and for general students in the college, Demonstration classes in the College High School, grades 7 and 8, College High School chorus.
3. Ward Moore, College Band, instruction on brass instruments in the college, Music Education courses in instrumental music.
4. Murray Present, Instructor in Piano.
5. Louis Zerbe, Instructor in Strings, Music History and Music Appreciation for general students.
6. Mrs. Jean Ludman, Instructor in Voice, Music Appreciation for general students.

B. Part-Time Teachers

1. Emil Kahn (3/5 time), College Orchestra, Related courses, Collegium Musicum, Music Appreciation, College Freshmen music majors.
2. Russell Hayton (2/5 time), College Choir, Organ, Sight Reading and Ear Training.
3. Dr. Arthur Christmann (2/5 time), Instructor in Clarinet.

| Instrument | Number of Students: Primary | Secondary |
|---|---|---|
| Baritone Horn | 1 | |
| Trumpet | 7 | |
| Trombone | 4 | 2 |
| Tuba | 1 | |
| Violin | 4 | 2 |
| Viola | 1 | |
| Cello | 3 | 1 |
| Voice | 10 | 8 |
| Piano | 12 | 48 |
| Organ | 3 | |
| Percussion | 2 | |
| Harp | 2 | |

F. Graduation Recitals

1. Paula Nidel, clarinet.
2. Joanne Pirr, voice.
3. Jean le Bride, cello.
4. Donnaro Bigmola, oboe.
5. Joy Ferrandin, violin.
6. Jacques Rizzo, oboe.
7. Marcia Schwartz, violin.
8. David Shotwell, piano.
9. Gail Trull, piano.

III. Staff and Courses:

A. Full Time Teachers

1. Elma Lonborn, Music History, Music Theory, Music Education, piano, administration.
2. Dorothy Morse, Choral Music, Elementary Music Education for music majors and for general students in the college, Demonstration classes in the College High School, grades 7 and 8, College High School chorus.
3. Ward Moore, College Band, Instruction on brass instruments in the college, Music Education courses in instrumental music.
4. Murray Present, Instructor in Piano.
5. Louis Zerbe, Instructor in Strings, Music History and Music Appreciation for general students.
6. Mrs. Jean Ludman, Instructor in Voice, Music Appreciation for general students.

B. Part-Time Teachers

1. Emil Kahn (3/5 time), College Orchestra, Related courses, Collegium Musicum, Music Appreciation, College freshman music majors.
2. Russell Hayton (2/5 time), College Choir, Organ, Sight Reading and Ear Training.
3. Dr. Arthur Christmann (2/5 time), Instructor in Clarinet.

4. Archilles D'Amico, percussion.*
5. Ferdinand Prior, oboe.*
6. Gerald Quinlan, flute.*
7. Maxine L. Shimer, bassoon.*
8. India Zerbe, cello.*
9. Dorothy Priesing, piano.*
10. Carlos Salzedo, harp.*
11. Mildred Dilling, harp.*

* Applied Music, Hourly Basis.

C. Courses Taught During School Year 1955--1956

| Course Title | No. of Sections | Enrollment | Teacher |
|---|---|---|---|
| Mus. 100, Music Appreciation | 12 | 416 | Ludman<br>Kahn<br>Zerbe |
| Mus. 101, Sight Reading and Ear Training I | 2 | 13<br>10 | Mc Eachern<br>Hayton |
| Mus. 102, Sight Reading and Ear Training II | 1 | 22 | Mc Eachern |
| Mus. 201, Harmony | 1 | 20 | Mc Eachern |
| Mus. 202, Harmony | 1 | 17 | Mc Eachern |
| Mus. 205, String Instruments | 2 | 6 & 11 | Zerbe |
| Mus. 206, Woodwind Instruments | 2 | 8 & 11 | Moore |
| Mus. 207, Epochs in Musical Development I | 1 | 21 | Zerbe |
| Mus. 208, Epochs in Musical Development II | 1 | 20 | Zerbe |
| Mus. 301, Choral Technique | 1 | 15 | Mc Eachern |
| Mus. 305, Orchestration | 1 | 12 | Kahn |
| Mus. 306, School Orchestras and Bands | 1 | 13 | Moore |
| Mus. 307, Form and Analysis | 1 | 14 | Mc Eachern |
| Mus. 308, Voice class for Instrumentalists | 1 | 9 | Ludman |
| Mus. 309, Brasswind Instruments | 1 | 10 | Moore |
| Mus. 320, Teaching Music in the Primary Grades | 1 | 12 | Morse |
| Mus. 321, Teaching Music in the Intermediate Grades | 1 | 10 | Morse |
| Mus. 337, The Opera | 1 | 6 | Mc Eachern |
| Mus. 338, The Symphony | 1 | 10 | Kahn |
| Mus. 401, Teaching Music in the Secondary School | 1 | 14 | Mc Eachern |
| Mus. 405, Orchestra Conducting and Score Reading | 1 | 7 | Kahn |
| Mus. 406, Epochs in Musical Development, Part III | 1 | 11 | Ludman |
| Mus. 429, A Cappella Choir and Choir Conducting | 1 | 6 | Morse |
| Mus. 449, Problems in Teaching of School Music | 1 | 10 | Mc Eachern |

4. Arnfilius D'Amico, percussion.*
5. Ferdinand Prior, oboe.*
6. Gerald Quinlan, flute.*
7. Merlin L. Skinner, bassoon.*
8. India Zerbe, cello.*
9. Dorothy Frieseing, piano.*
10. Carlos Salcedo, harp.*
11. Mildred Dilling, harp.*

* Applied Music, Hourly Basis.

c. Courses Taught During School Year 1955--1956

| Course Title | No. of Sections | Enrollment | Teacher |
|---|---|---|---|
| Mus. 100, Music Appreciation | 12 | 426 | Ludman<br>Kahn<br>Zerbe |
| Mus. 101, Sight Reading and Ear Training I | 2 | 13<br>10 | McEachern<br>Hayton |
| Mus. 102, Sight Reading and Ear Training II | 1 | 22 | McEachern |
| Mus. 201, Harmony | 1 | 20 | McEachern |
| Mus. 202, Harmony | 1 | 17 | McEachern |
| Mus. 205, String Instruments | 2 | 6 & 11 | Zerbe |
| Mus. 206, Woodwind Instruments | 2 | 6 & 11 | Moore |
| Mus. 207, Epochs in Musical Development I | 1 | 21 | Zerbe |
| Mus. 208, Epochs in Musical Development II | 1 | 20 | Zerbe |
| Mus. 301, Choral Technique | 1 | 15 | McEachern |
| Mus. 304, Orchestration | 1 | 12 | Kahn |
| Mus. 306, School Orchestras and Bands | 1 | 15 | Moore |
| Mus. 307, Form and Analysis | 1 | 14 | McEachern |
| Mus. 308, Voice class for Instrumentalists | 1 | 9 | Ludman |
| Mus. 309, Brasswind Instruments | 1 | 10 | Moore |
| Mus. 320, Teaching Music in the Primary Grades | 1 | 12 | Morse |
| Mus. 321, Teaching Music in the Intermediate Grades | 1 | 10 | Morse |
| Mus. 327, The Opera | 1 | 6 | McEachern |
| Mus. 328, The Symphony | 1 | 10 | Kahn |
| Mus. 401, Teaching Music in the Secondary School | 1 | 14 | McEachern |
| Mus. 402, Orchestra Conducting and Score Reading | 1 | 7 | Kahn |
| Mus. 406, Epochs in Musical Development, Part III | 1 | 11 | Ludman |
| Mus. 429, A Capella Choir and Choir Conducting | 1 | 6 | Morse |
| Mus. 449, Problems in Teaching of School Music | 1 | 10 | McEachern |

| Course Title | No. of Sections | Enrollment | Teacher |
|---|---|---|---|
| Int. 475A, Fundamentals of Elementary School Music | 5 | 124 | Morse |
| **Extension Courses** | | | |
| A 418, Music of Russia | 1 | 10 | Mc Eachern |

IV. Recommendations:

I wish to make the following recommendations pertaining to the music department:

A. Music Observation in the Elementary School

With the extension of our music teacher-training program to include Kindergarten through Grade 12, adequate facilities for music observation and for participation in the Elementary School become imperative. At present our Methods courses in Elementary School Music (Mus. 320 and Mus. 321) are taught without benefit of parallel observations in the Elementary School. I recommend that we endeavor to work out some plan with the Montclair system whereby we can use Bradford School or North East School, both in the vicinity of the College, for music observation. This need is urgent. We cannot turn out good teachers of elementary music without adequate observation facilities.

B. Insurance on School Owned Instruments

The college now owns 62 band and orchestra instruments. This represents a sizable money investment. Some of these instruments are loaned to students on contract for use in the band and orchestra; others are used for demonstration purposes in instrumental classes. Because of inadequate storage space and frequent turnover, these instruments are subject to loss or theft. As a means of protecting its property against loss and theft, I recommend that the college secure adequate insurance for school owned instruments.

C. An Annual Budget for the Purchase of Band and Orchestra Instruments and Pianos.

The 62 school owned band and orchestra instruments have been purchased partly from state funds, partly from funds raised by the musical organizations of the college. Of the 15 pianos in the music department 4 have been gifts; 11 have been purchased from state funds; all pianos are second-hand or reconditioned. These purchases have been irregular over a period of years. Under existing conditions we never know what we can expect for the replacement or purchase of additional instruments. As a means to long range planning, I recommend that an annual Budget be adopted for the purchase of band and orchestra instruments and pianos.

| Course Title | No. of Sections | Enrollment | Teacher |
|---|---|---|---|
| Int. 425A, Fundamentals of Elementary School Music | 5 | 124 | Jones |
| **Extension Courses** | | | |
| A 426, Music of Russia | 1 | 10 | Mr Isaborn |

IV. Recommendations:

I wish to make the following recommendations pertaining to the music department:

A. Music Observation in the Elementary School

With the extension of our music teacher-training program to include Kindergarten through Grade 12, adequate facilities for music observation and for participation in the Elementary School become imperative. At present our Methods courses in Elementary School Music (Mus. 320 and Mus. 321) are taught without benefit of parallel observations in the Elementary School. I recommend that we endeavor to work out some plan with the Portsmouth system whereby we can use Bradford School or North East School, both in the vicinity of the College, for music observation. This need is urgent. We cannot turn out good teachers of elementary music without adequate observation facilities.

B. Insurance on School Owned Instruments

The college now owns 62 band and orchestra instruments. This represents a sizable money investment. Some of these instruments are loaned to students on contract for use in the band and orchestra; others are used for demonstration purposes in instrumental classes. Because of inadequate storage space and frequent turnover, these instruments are subject to loss or theft. As a means of protecting its property against loss and theft, I recommend that the college secure adequate insurance for school owned instruments.

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D. Reduction of Load for Low Scholarship Students Who Must Work Outside the College

Many of our students find it necessary to work outside the College in order to remain in school. Some of our students are unable to maintain a satisfactory scholastic record and work at the same time. I recommend that these students take a reduced load, possibly only 12 to 14 hours a semester instead of the usual 16. Frequently, music majors are dropped by the college for low scholarship usually in the academic field. It is this writer's opinion that these students would be able to bring up their grade average if they did not carry a full load.

E. Hot Water in the Music Building

The music building is not just a "classroom building" where students come and go; it is the "home" of the music department where both music students and faculty live and work many hours each day. In addition to housing the music students, the music building provides classrooms for a large number of general students in Music 100, Music Appreciation, required of all Freshmen, and a rehearsal room for choir, orchestra, band and Collegium Musicum which cross section the entire student body. For these reasons, the lavatory facilities of the music building are much used. It is impossible to keep lavoratories clean and hygenic without hot water in the music building. (Please see recommendation for 1951 - 1952).

Respectfully submitted,

Dr. Edna Mc Eachern
Head of the Department of Music

D. Reduction of Load for Low Scholarship Students who Must Work Outside the College

Many of our students find it necessary to work outside the College in order to remain in school. Some of our students are unable to maintain a satisfactory scholastic record and work at the same time. I recommend that these students take a reduced load, possibly only 12 to 14 hours a semester instead of the usual 16. Frequently, music majors are dropped by the college for low scholarship usually in the academic field. It is this writer's opinion that these students would be able to bring up their grade average if they did not carry a full load.

E. Hot Water in the Music Building

The music building is not just a "classroom building" where students come and go; it is the "home" of the music department where both music students and faculty live and work many hours each day. In addition to housing the music students, the music building provides classrooms for a large number of general students in Music 100, Music Appreciation, required of all freshmen, and a rehearsal room for choir, orchestra, band and Collegium Musicum which cross section the entire student body. For these reasons, the lavatory facilities of the music building are much used. It is impossible to keep lavatories clean and hygienic without hot water in the music building. (Please see recommendation for 1951 - 1952).

Respectfully submitted,

Dr. John W. Bachman
Head of the Department of Music

New Jersey State Teachers College at Montclair

Department of Health & Physical Education

Report To the President
Academic Year
1955 - 1956

Numerous conferences were held with staff members during the year to work out difficulties and problems concerning:

1. Required course content in service classes to meet the needs of students and the additional facilities that will be available when the new Physical Education Building is ready.

2. Discussed revision of method of marking students taking the required two year service program. Consideration should be taken in regard to the fact that students will receive one-half semester credit for each semester of the required service program.

3. Discussed program content in the two year required physical education program.

4. Discussed requirement of showers for girls and boys. It was decided that boys be required to take showers as part of program but that the showers be optional for girls.

5. Discussed requirement of uniforms and use of text-books for required Physical Education program.

6. Discussed the revised minor program of Physical Education that is now in effect.

7. Outline presented and discussion for a major in Physical Education with a minor in Health, Recreation or other fields.

8. Discussed utilization of new Physical Education Building for the entire P.E. program.

9. Discussed policies governing usage of new P.E. Building.

10. Discussed relationship of College High School P.E. program to College minor P.E. program.

New Jersey State Teachers College at Montclair

Department of Health & Physical Education

Report to the President
Academic Year
1955 - 1956

Numerous conferences were held with staff members during the year to work out difficulties and problems concerning:

1. Required course content in service classes to meet the needs of students and the additional facilities that will be available when the new Physical Education building is ready.

2. Discussed revision of method of testing students taking the required two year service courses. Consider also should be taken in regard to the fact that students will receive one-half semester credit for each semester of the required service program.

3. Discussed required course in the two year required physical education program.

4. Discussed requirement of uniforms for girls and boys. It was decided that boys is required to take showers as part of program but that the showers are optional for girls.

5. Discussed requirement of uniforms and use of textbooks for required Physical Education program.

6. Discussed the revised minor program of Physical Education that is now in effect.

7. Outline presented and discussion for a major in Physical Education with a minor in health, Dance, etc. or other fields.

8. Discussed utilization of new Physical Education facilities for the entire P.E. program.

9. Discussed policies governing usage of new P.E. facilities.

10. Discussed relationship of Caldwell High School P.E. program to College minor P.E. program.

MSTC 1955

# F O O T B A L L

To: Director of Athletics
From: A. C. Coder, Head Coach
Subject: Report of 1955 Football Season

The 1955 football season opened with an early training period, beginning on August 29th with thirty-five men reporting. All the men signed a paper taking full responsibility for any injuries incurred. Physicals and insurance were to be taken care of for every man on September 6th.

The schedule consisted of seven games, four at home and three away, and two practice games, September 11th at Wagner College and September 15th at Kings Point. Montclair's record was four wins and three loses. Brooklyn College was forced to cancel their contract, thereby forfeiting the game making MSTC's win total, five. Montclair Scored 96 points to opponents score of 131. Homecoming game was played September 30th with National Agricultural College. Ken Miscia and Andy Nowak co-captained the squad and Mr. Ray Vagiello and Mr. Art Smith ably coached line and end, respectively.

| | | | | |
|---|---|---|---|---|
| Sept. | 23 | (12) | Wilson Teachers | (19) |
| | 30 | ( 7) | National Aggies | ( 6) |
| Oct. | 8 | (23) | Cheyney State | (12) |
| | 15 | ( ) | New Britain State | ( ) |
| | 22 | ( 0) | Shippensburg State | (48) |
| | 29 | | Brooklyn College | |
| Nov. | 5 | (21) | Trenton State | (20) |
| | 12 | (35) | Kutztown State | ( 7) |

Some of the highlights of the season were: The exciting 21-20 defeat of our friendly rival, Trenton State and the Thirty Club Banquet held at the Robin Hood on November 15, 1955. Eighty -five people were present and awards were presented to Arthur Scavone, Best Lineman (Second Year), Andy Nowak and Howie White, Best Backs, and Ken Miscia, Most Valuable Player (Second Year). Capt. Royce Flippin USN was the guest speaker.

Respectfully submitted,
Alden C. Coder

MSTC 1955-56
B A S K E T B A L L

To: Office of the Director of Athletics
From: Henry E. Schmidt, Head Coach
Subject: Report of 1955-56 Basketball Season

Basketball practice started in the early part of October with about forty men reporting. Three weeks later, the squad was divided with fifteen men going to the Varsity and the remaining going to the Junior Varsity squad. A number of practice scrimmages were held with teams and colleges not included on our schedule.

The season officially opened on November 29th with Newark State Teachers College. The schedule consisted of twenty-one games, ten at home and eleven away. Results for the season showed Montclair winning eight and losing thirteen. Montclair scored 1480 points for an average of 70.41 per game while the opponents scored 1593 points for an average of 75.81 points per game. Clem Tennaro was high scorer with 339 points for an average of 16.1 points per game. At the end of the season, Clem Tennaro was elected team captain for the following year. Eight men received varsity awards at the end of the season.

The Junior Varsity team was coached by Ray Yagiello and played a twenty-three game schedule. The results of the season showed Montclair with eleven games won and twelve games lost.

| | | | | |
|---|---|---|---|---|
| Nov. | 29 | (70) | AT Newark State Teachers College | (74) |
| Dec. | 1 | (86) | Wilson College | (75) |
| Dec. | 5 | (75) | Alumni | (57) |
| Dec. | 7 | (62) | Queens College | (90) |
| Dec. | 9 | (62) | AT Jersey City S.T.C. | (52) |
| Dec. | 13 | (91) | Paterson S.T.C. | (76) |
| *Jan. | 6 | (58) | AT Bloomfield College | (60) |
| Jan. | 10 | (58) | AT East Stroudsburg | (80) |
| Jan. | 13 | (74) | AT Upsala | (87) |
| Jan. | 14 | (68) | AT Trenton State | (64) |
| *Jan. | 17 | (81) | AT Panzer | (99) |
| Jan. | 20 | (97) | Jersey City S.T.C. | (76) |
| *Feb. | 1 | (60) | Panzer | (80) |
| Feb. | 3 | (84) | Newark S.T.C. | (72) |
| *Feb. | 8 | (44) | AT Rider | (81) |
| Feb. | 10 | (78) | Queens College | (67) |
| *Feb. | 14 | (63) | Bloomfield College | (69) |
| Feb. | 17 | (77) | AT Paterson S.T.C. | (83) |
| Feb. | 21 | (63) | AT Rurgers University | (77) |
| Feb. | 25 | (68) | Trenton S.T.C. | (62) |
| *Feb. | 28 | (59) | Rider | (77) |
| Mar. | 3 | (77) | AT Newark College of Engineering | (90) |

* N.J.I.A.C. CONFERENCE GAMES

Respectfully submitted,
Henry E. Schmidt

MSTC 1956

## T R A C K  A N D  F I E L D

To: Director of Athletics
From: Richard Willing, Coach
Subject: Report of 1956 Track and Field Season

A large squad journeyed to Quantico to the first annual Marine Corps Games during the Easter vacation. A smaller squad also participated in the Penn Relay Carnival. The Distance medley Relay team of Ed Rams, Gordon Wallace, Don Scofield and Dave Shotwell won the first place trophy at the Queens*Iona Relays. During the course of the season five school records were broken or tied. Russ Clarke pole vaulted 12ft. ½in. to erase the 12ft. standard set last year by Gerry Ryan. Dave Shotwell pushed his record in the mile down to 4:20.3 and set the 880 mark at 1:59.2. Don Scofield tied the high jump mark at 6ft. 2in. and Charles Richter tied the high hurdle mark.

In a tightly contested meet, Montclair finished a close second behing New Briton in the Collegiate Track Championships. Participating for the first time as a team in NJ AAU championships, the squad finished second.

| Schedule: | | |
|---|---|---|
| | Quantico Mc. Relays | 2 4ths |
| | Penn Relays | - |
| | Queens-Iona Relays | 1st |
| | East Stroudsburg | L |
| | Hofstra | W |
| | St. Peters | W |
| | NJIAC | 1st |
| | Upsala | W |
| | Collegiate Track Conference | 2nd |
| | Westchester | L |
| | Adelphi | W |
| | Trenton | W |
| | NJ AAU Championships | 2nd |

Respectfully submitted,
Richard Willing

MSTC 1955

## C R O S S  C O U N T R Y  &  I N D O O R  T R A C K

To: Director of Athletics
From: Richard Willing
Subject: Report of 1955 Cross Country and Indoor Track Seasons

| | | | | |
|---|---|---|---|---|
| 10-1 | Central Jersey Track Club | 22 | 33 | L |
| 10-8 | Fort Monmouth | 33 | 22 | W |
| 10-12 | Seton Hall | 33 | 22 | W |
| 10-15 | New Briton STC | 37 | 21 | W |
| 10-17 | Rutgers, Upsala | 18 68 | 50 | 2nd |
| 10-19 | Hofstra | 39 | 22 | W |
| 10-22 | LeMoyne Invitational | | | 4th |
| 10-24 | MSTC Invitational | | | 1st |
| 10-28 | Iona | 23 | 34 | W |
| 11-1 | MSTC B team vs. Fairleigh Dickinson Frosh | 29 | 27 | W |
| 11-4 | St. Francis | 38 | 17 | W |

| | |
|---|---|
| Collegiate Track Conference | 4th |
| NJ AAU Senior Championships | 3rd |

Won 7 Lost 1

The 1955 season in cross country was a successful one. The squad participated in 10 varsity meets and one freshman meet. During the season, a total of 23 men participated.

The indoor track squad participated in a series of Olympic Development meets in New York City, the PHiladelphia Inquirer Games, The Washington(D.C.) Star Games, the National AAU Championships, the New Jersey AAU Championships, the Collegiate Track Conference Indoor Championships and Relay Championships, and the Knights of Columbus Meet. Entries were either relay teams or a few selected individuals. The mele relay team of Don Scofield, Ruben Johnson, Dave Shotwell and Ed Rams won the class mile relay at the Washington Star Games and placed third in the class mile relat in the Philadelphia meet. The entire squad participated in the CTC meet and came in first.

Respectfully submitted,
Richard Willing

MSTC 1956

T E N N I S

To: Director of Athletics
From: Varsity Tennis Team
Subject: Report of Match Results, 1956 season

Tennis was reinstated as a varsity sport this year and although many obstacles and difficulties had to be met, such as lack of facilities and an unexperienced squad, the season went as well as could be expected. We are looking forward to a better year next season.

| | | | | | |
|---|---|---|---|---|---|
| April | 20 | AT Panzer | 5-4 | | L |
| | 25 | Fairleigh Dickinson | 7-2 | | L |
| May | 2 | AT Rider | 5-0 | Rain | L |
| | 5 | AT NCE | 6-3 | | L |
| | 8 | Panzer | 6-3 | | W |
| | 9 | Upsala | 7-2 | | L |
| | 10 | Rider | 6-1 | | L |
| | 15 | AT Trenton | 5-4 | | L |
| | 17 | Bloomfield | 3-0 | Default | W |
| | 18,19 | Rider Invitational | No entry | | |
| | 21 | AT Bloomfield | 7-2 | | W |
| | 23 | Trenton | Cancelled | | Rain |

Won 3 Lost 7

Respectfully Submitted,
Bob Leonard, Manager
Seymour Fersh, Coach

M. S. T.C.

1956 - Baseball Results

Coach: W. P. Dioguardi

Manager: George Nate

Won - 16
Lost - 8

Co-Captains: John Gray
Jim Murray

| MSTC vs. | VISITORS | | |
|---|---|---|---|
| | East Carolina College | L | 6-5 |
| | Atlantic Christian | L | 2-1 |
| | Atlantic Christian | L | 3-0 |
| | Bloomfield | W | 16-8 |
| | Paterson | W | 9-0 |
| | Seton Hall | W | 2-1 |
| | Kings | W | 7-0 |
| | Newark College of Engineering | W | 12-3 |
| | Upsala | L | 8-7 |
| | Bloomfield | W | 5-4 |
| | Iona | L | 1-0 |
| | Queens | W | 10-4 |
| | ST. Peters | W | 13-9 |
| | Rider | L | 13-4 |
| | Rider | W | 10-3 |
| | Paterson | W | 13-4 |
| | Newark State Teachers College | W | 7-6 |
| | Trenton | W | 4-3 |
| | Panzer | W | 6-3 |
| | St. Peters | W | 8-1 |
| | Fairleigh Dickinson | W | 4-2 |
| | Panzer | W | 1-0 |
| | Seton Hall | L | 4-1 |
| | Trenton | L | 7-5 |

Six game J.V. Schedule also played.

Remarks:

The highlight of the season was our annual Spring trip south. The boys enjoyed their visit to other colleges and they also gained a first-hand experience of life in the South. Many faculty members have commented on the contributions the players have mad to the classes by relating their first-hand experiences. MSTC was acclaimed champions of the NJIAC. In eight seasons we have first six times and placed second twice.

Some consideration must be given to the up-keep of the grass on the infield. The repairs made to the back-stop improved conditions greatly.

Respectfully submitted,

W.P. Dioguardi

T. T. T.

Yale - Harvard Debate

Coach: E. T. Stagecraft  Location: Center Site

Aff - [illegible]  Re-Joinder: Mrs Taft
Neg - [illegible]  Jim Barry

| PSTC | vs. | Alpha Tau | | |
|---|---|---|---|---|
| | | Lost Creek College | [illegible] | [illegible] |
| | | Liberty Building | [illegible] | [illegible] |
| | | Oliver's Corners | [illegible] | [illegible] |
| | | [illegible] | [illegible] | [illegible] |
| | | [illegible] | [illegible] | [illegible] |
| | | Center Hall | [illegible] | [illegible] |
| | | [illegible] | [illegible] | [illegible] |
| | | [illegible] College of Agriculture | [illegible] | [illegible] |
| | | [illegible] | [illegible] | [illegible] |
| | | [illegible] | [illegible] | [illegible] |
| | | [illegible] | [illegible] | [illegible] |
| | | St. Peter's | [illegible] | [illegible] |
| | | Tower | [illegible] | [illegible] |
| | | Stone | [illegible] | [illegible] |
| | | [illegible] | [illegible] | [illegible] |
| | | Young Women Christian Guild | [illegible] | [illegible] |
| | | Theater | [illegible] | [illegible] |
| | | [illegible] | [illegible] | [illegible] |
| | | St. [illegible] | [illegible] | [illegible] |
| | | Wrigley Division | [illegible] | [illegible] |
| | | [illegible] | [illegible] | [illegible] |
| | | Seven Hill | [illegible] | [illegible] |
| | | Crooks | [illegible] | [illegible] |

Liv Ross T.T. Debate Wins Cup.

Harvard:

The visitors of the evening was our annual Spring Trip. [illegible] The [illegible] visit to Yale College and they also [illegible] experiences of life in the South. Long [illegible] or the [illegible] their first-hand experiences. [illegible] to the [illegible] of the PSTC. In [illegible] we have first six [illegible] Local [illegible].

[illegible] to the [illegible] on the [illegible]. The [illegible] to the [illegible] [illegible] [illegible].

Respectfully Submitted,

T. T. Stagecraft

# ANNUAL REPORT

# COLLEGE HIGH SCHOOL

# BOYS HEALTH AND PHYSICAL EDUCATION

# 1955-56

## HEALTH

One hour of weekly instruction was provided for all seventh grade boys. A text book entitled, "Wider Horizons" was provided through the library for each student. The aim of the course was to help the students gain a better understanding of the human body and its functions so as they may live a healthier and happier life. A great stress was placed on the individual's place in a community health program.

The tenth grade also received one hour of health instruction. This was the first year that such was provided. Personal health and grooming and typical teen-age problems were discussed.

## PHYSICAL EDUCATION

### Required Program

All boys from seven through grade twelve participated in the scheduled gym classes. Fundamentals of various games and activities were taught.

| | |
|---|---|
| Fall | Touch football-soccer games |
| Winter | Volleyball-gymnastics-basketball-relays-games |
| Spring | Track-softball-kickball |

### Intramurals

A school-wide volleyball tournament operated between the basketball and baseball seasons.

A special program for the seventh and eight grade boys, under the supervision of W.A. Newman, a college student, operated each day during the noon recess and twice weekly after school. Parent cooperation was excellent and essential for the successful operation of this program. Mr. Newman taught the various skills and fundamentals of Football, Basketball, and Baseball. Some games with local schools were arranged.

### Varsity

Our varsity program included: Six-man Football, Basketball and Baseball. A limited schedule was arranged in Cross-Country, Tennis and Golf.

The Football team finished first in the Metropolitan Six-Man Football League. The Basketball and Baseball teams competed as a member of the North Jersey Ivy League for smaller private schools. College High is a charter member of both leagues. Competition in both leagues is highly desirable for College High School teams.

| Sport | Coach | Results | Students |
|---|---|---|---|
| Football | W. P. Dioguardi | 5-0 | 22 |
| Basketball | W. P. Dioguardi | 9-7 | 20 |
| Baseball | H. E. Schmidt | 6-4 | 18 |
| Cross-Ct. | W. P. Dioguardi | 2-2 | 6 |

Remarks

We are coming to a set schedule in all sports. If we can continue with the present plan there should be few conflicts with the academic program.

Playing and practice areas are difficult to obtain. Some provision should be made to hasten the rebuilding of the backfield.

Administration, Faculty, and Parent cooperation has been greatly appreciated.

Respectfully submitted,

W. P. Dioguardi
(Signed)

# INTRA-MURAL REPORT 1955-56

ORGANIZATION: The 1955-56 Intra-mural basketball season followed the approximate organizational setup as the past year. The league was operated by work scholarship students, supervised by a faculty member.

WORK SCHOLARSHIPS: This year saw one new change in the allotment of work scholarships. During the first semester two boys, Sandy Eliot and Landis MacIntosh, were in charge of organizing and timing of all games. With the beginning of the second semester, the work scholarships were reduced to two, Bill Halloran and Bill Newman, whose duties were to include all phases previously held by three students. All work was supervised by Mr. DeRosa.

OFFICIALS: A third group of students utilized in running the games was Dr. Coder's class of Physical Education Minors, who provided officials for the games. This venture proved only fairly successful, due to the lack of ability and experience of some of the officials. Often, other students were substituted to improve the caliber of officiating. A report of evaluation is turned over to Dr. Coder on the ability of officials.

PLAYERS, DATES AND TIME: The last, but most important group of students involved in the Intra-Murals, were the participants, nearly one-hundred, who carried on a full season of thirty games from November 9, 1955, through March 7, 1956, each Wednesday night from approximately 7:00 p.m. to 9:15 p.m. The matter of time allowed for each game, however, still remains a problem, due to our not being allowed more than two hours for the completion of three games, an average of fifty minutes of running time for each complete game.

SCHEDULING: The arrangement of playing dates has been improved this year. Working from a master schedule, all teams have been given an equal number of first, second and third games for the evening. This year saw many conflicting dates for holidays stretch the schedule over a longer period of time. If games are not played on Wednesday, they are rescheduled for the following week. Perhaps in the new gym two games can be played simultaneously to allow more time for each game within the allotted two hours, and the inclusion of more teams in the league, which now stands at six.

REGULATIONS: Besides the rules mentioned above, other regulations include the elimination of all Varsity and Junior Varsity players from any Intra-Mural games, unless they are members cut early in the Varsity schedule.

Teams are chosen at random by selected captains from a sign-up sheet posted in the hall in early November. Twelve to fifteen players are placed on each team, allowing the absence of someplayers for club meetings.

Overtime games are terminated by sudden death.

RECOMMENDATIONS: (1) A definite advantage to the league would be the use of electric score clock and score board which would give the teams more incentive to play ball. (2) Better method of choosing officials. (3) Splitting up of all Seniors on teams which would eliminate mass migration at the end of first semester from any one team. (4) The reactivation of three work scholarships to distribute the work more realistically.

# VARSITY GOLF 1955 - 1956

| DATE | COLLEGE OR GROUP | RESULTS |
|---|---|---|
| March | Stevens Tech. | Won 6-3 |
| April | Upsala | " 6-3 |
| " | Rutgers | " 9-0 |
| " | Columbia | " 5-4 |
| " | Rider | " 5-4 |
| " | Fairleigh-Dickenson | Lost 5-4 |
| " | Brooklyn | Won 8-1 |
| May | Metropolitan Intercollegiates | Placed 4th |
| " | Bloomfield College | Won 5-4 |
| " | Upsala | " 6-3 |
| " | Rutgers | " 9-0 |
| | Columbia | " 5-4 |
| " | Brooklyn | " 8-1 |

Seasons Record:

Won 14 matches including two with faculty
Lost 1 to Fairleigh-Dickenson College
Placed 4th out of field of over forty colleges competing in the 1956 Metropolitan Collegiate Championships
Outstanding Victory against Columbia University on their course at Rockland Country Club --5-4
Most Enjoyable Match--Against Faculty played at Valley View Golf Course in Hanover, New Jersey

Coach Jerry DeRosa

# [illegible]

## General Recommendations

1. All freshmen and sophomores should take the required two year program of Physical Education.

2. Towel service should be provided for all students taking the required Physical Education program.

3. A Physical Education major with a minor in Health Education, or a minor in Recreation. Other subject matter fields should go in effect by the Fall semester of 1957.

4. An additional full time male instructor should be hired for Sept. 1957 to teach P. E. and Health Education.

5. The following are some suggested policies governing the usage of the new Physical Education building.

   a. All scheduling for any activity in the building should go to the Director of the Dept. of Physical Education and Health for approval.

   b. All dancing activities should be conducted in the practice gym.

   c. Smoking be permitted only in the parts of the building provided with smoking urns.

   d. Additional policies should be worked out as the needs arise.

6. Sophmore students taking the required Physical Education should be allowed some choice of activities.

7. That investigation be made into the feasibility of a double period of required P.E. instead of two scheduled single periods of required P. E.

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Write-up for Required Work in Physical Education
Also giving credit for this experience on the basis of 1 semester-hour each semester for 4 semesters

Physical Education 100A & B. Physical Education Activities

The work of the freshman year consists of an orientation program whereby the students are provided with an opportunity to become acquainted with a variety of team, dual, and individual sports. Special classes in remedial physical education, dancing, and swimming are also offered.

Credit: 1 semester-hour each

Physical Education 200A & B. Physical Education Activities

The work of the sophomore year permits the student to select within a given pattern team, dual, and individual sports. Special classes in remedial physical education, dancing, and swimming are also offered.

Credit: 1 semester-hour each

Requirement formerly carried as:

Required Physical Education - Men and Women

Two hours a week of physical education for two years are required of every student. These requirements must be completed in the freshman and sophomore years, except by special arrangement. As wide a variety as possible of team, dual, and individual sports is included in the program. Special classes indancing are offered.

No academic credit

2/14/56 - F

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Physical Education 203. Individual and Dual Sports

Course Outline

Aim: To give skilled leadership that will provide an opportunity to men and women to participate in motor activities, such as golf and tennis. These activities are physically wholesome, mentally stimulating and satisfying, and socially sound.

I. Value and place in the Program
II. The Activity
III. Game Variations or Adaptations
IV. Class or Group Organization
V. Techniques
   A. GOLF
      1. Grip (Vardon Overlapping)
      2. Stance and Address
      3. Backswing
      4. Downswing
      5. Impact and Follow-Through
      6. Various Shots
      7. Putting
   B. Tennis
      1. Grips (Forehand, Backhand, Flat Serve)
      2. Waiting Position
      3. Footwork and Timing
      4. Forehand and Backhand Drives
      5. Service
      6. Volley
      7. Court Position
   C. ARCHERY
      1. Stringing the Bow
      2. Addressing the Target
      3. Nocking
      4. Drawing
      5. Holding
      6. Aiming
      7. Releasing and Follow Through
   D. BOWLING
      1. Selecting the Ball
      2. The Four Step Approach
      3. Types of Deliveries
      4. Aiming
      5. Spare Pick-Ups
   E. BADMINTON
      1. Grip
      2. Wrist action
      3. Footwork and Timing
      4. Service Strokes
      5. Overhead Strokes
      6. Underhand Strokes
      7. Net Shots
      8. Drive
      9. Court Position

Physical Education 203. -- Course Outline

F. FENCING
1. Grip
2. Salute
3. Target
4. On Guard
5. The Advance
6. The Retreat
7. The Lunge
8. The Simple Attacks
   a. Straight Thrust
   b. The Disengage
   c. The Cutover
9. The Defense
   a. The Parry Four
   b. The Riposte
   c. The Parry Six
   d. The Low Parry Four
   e. The Low Parry Six
   f. The Circle Parry Six
   g. The Circle Parry Four

VI. Evaluating Devices in Measuring Progress

VII. Teaching Aids and Bibliography

2/15/56 - jk

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Reorganization of Existing Courses - Consolidation of a Required Physical Education Courses (One for Men - One for Women) into One Co-Educational Course

Physical Education 405. Methods and Materials of Physical Education in the Secondary Schools

Analysis of the program of physical education in the secondary school; criteria for the selection and grade placement of activity; consideration of method and teaching techniques; construction of teaching units and lesson plans; and problems relating to program planning, time allotment, facilities, sources of material, and program evaluation constitute the content of this course.

Credit: 2 semester-hours

Courses formerly carried as:
(for men)
Physical Education M405. Management of Athletic Activities

The student is provided with information essential to the good management of an intra-mural and interscholastic athletic program. Some of the major problems to be considered are: education values, health and safety of participants, insurance, transportation, scheduling, management of finances, budgeting, maintenance of play areas, care of supplies and equipment, state and local athletic associations, and the organization of leagues and meets.

Credit: 2 semester-hours

(for women)
Physical Education W405. The Program of Physical Education for High-School Girls

Consideration is given to the entire physical-education program for girls in junior and senior high school including: preparation of courses of study, methods of instruction, and extra-curricular activities, active participation in the athletic associations, and the organization of leagues and meets.

Credit: 2 semester-hours

2/17/56 - F

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Revised Description for Existing Course

Physical Education 202. History and Principles of Physical Education

This course considers the scientific foundations of physical education, aims and objectives, and the place of physical education in the educational program. Reference is given to skill, interpretative, and emotional development, and to individual adjustment to standards.

Credit: 2 semester-hours

Course formerly carried as:

Physical Education 202. History and Principles of Physical Education

The student is acquainted with the scope of physical education. The course deals with the history, philosophies, and objectives underlying the present program. The effects of big-muscle activities on the organism are discussed. Reference is given to skill, interpretative and emotional development, and the individual adjustment to standards.

Credit: 2 semester-hours

2/16/56 - F

Revision of Existing Course - Change in Title, description, and reduction from 3 to 2 semester-hours

Physical Education 201. Physiology of Exercise

This course deals with the physiological effects of activity upon the human organism; the reaction of exercises of speed, strength, and endurance upon the circulatory, respiratory, and muscular systems; and the causes of fatigue, staleness, and exhaustion. The effects of alcohol, stimulants, and ergogenic aids on the body are considered.

Credit: 2 semester-hours

Course formerly carried as:

Physical Education 201. Anatomy and Physiology

A study is made of the structure and function of the various systems of the human body. The course is designed to fill requirements for the teachers of health and physical education.

Credit: 3 semester-hours

2/15/56 - F

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Proposed New Course

Physical Education 203. Individual and Dual Sports

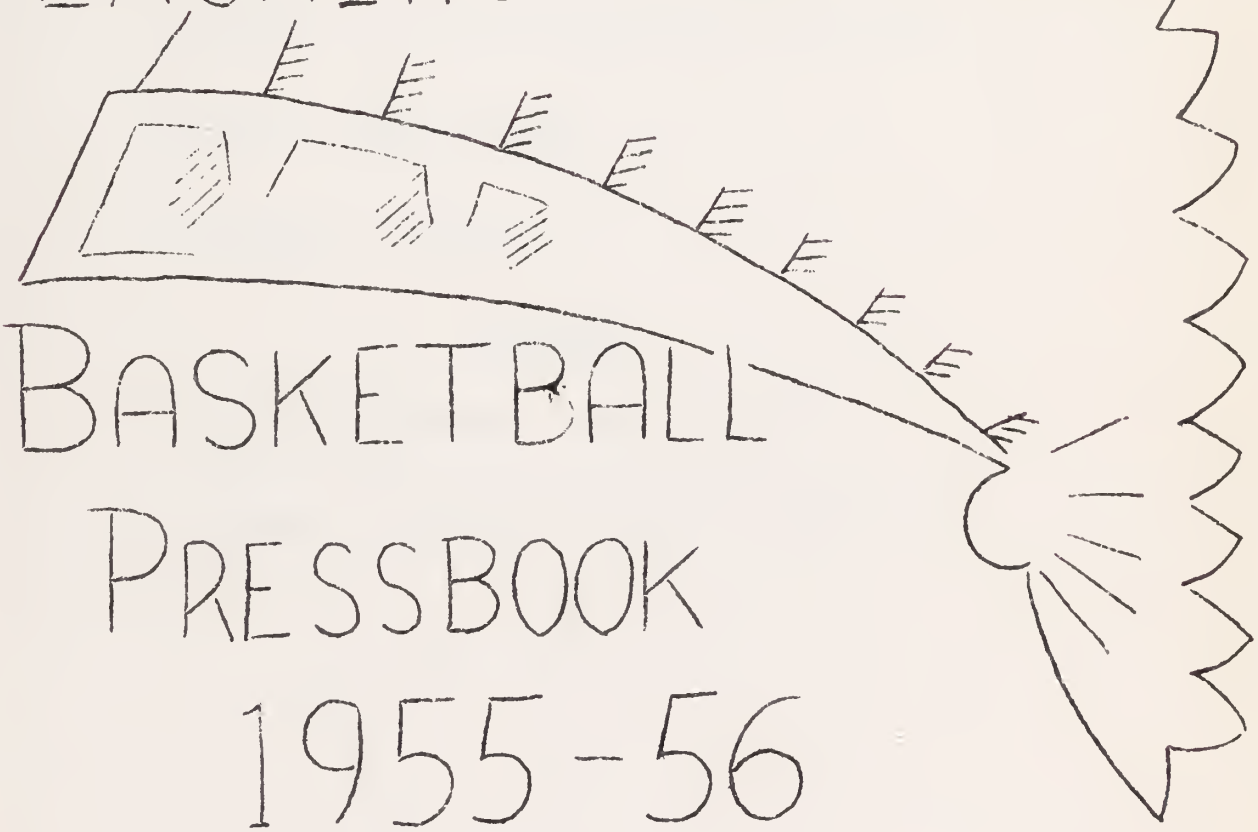
This course is designed to give the student experience and practice in a variety of individual and dual sports. It stresses fundamental techniques used in the teaching of golf, tennis, archery, badminton, bowling, and other dual activities for men and women.

This course meets for three hours weekly and is credited on a laboratory basis.

Credit: 2 semester-hours

2/15/56 - F

# MONTCLAIR STATE TEACHERS COLLEGE



# BASKETBALL PRESSBOOK 1955-56

## GENERAL INFORMATION

LOCATION - Upper Montclair, N. J.

ENROLLMENT - 1200

PRESIDENT - E. De Alton Partridge

DIRECTOR OF ATHLETICS - Henry Schmidt

DIRECTOR OF SPORTS PUBLICITY - Bob Buono

COLORS - Red and White

NICKNAME - Indians

## COACHES

VARSITY BASKETBALL - Henry Schmidt

FRESHMAN BASKETBALL - Raymond Yagiello

# HISTORY

In 1903 the State Board of Education recommended that a Normal School be established in the northern part of the State of New Jersey. The following year the Legislature purchased a site of twenty-five acres in Upper Montclair. The main building, College Hall, was completed in 1908, and the first class was admitted in September of that year.

Seven years later, Edward Russ Hall was built with the bequest of the Honorable Edward Russ, who at the time of his death was a member of the State Board of Education and chairman of the Normal School Committee. Other buildings were added to the campus in 1928 and 1929.

Additional land, lying north of the main campus, was purchased in 1927 and 1929, bringing the total area to seventy acres.

On May 27, 1927, the State Board of Education passed resolutions as recommended by the State Department of Public Instruction establishing the State Teachers College at Montclair for education of teachers for the secondary schools. The first class was graduated from the four year college curriculum in June, 1930.

Extension courses were added to the teachers college program in 1929. The summer session was established in 1930. Late in the spring of 1932 the State Board of Education voted that the College should offer graduate courses and grant a Master's degree.

## THE COLLEGE BUILDING PROGRAM

The State recently approved a building program on the Montclair campus in the extent of $4,774,000 out of a $15,000,000 bond issue for the expansion of facilities of all six State Teachers Colleges. The funds for Montclair are allocated to the construction of (1) a new gymnasium, health, physical education and recreation building, (2) an auditorium, (3) a food service building to accommodate 600 at one sitting plus faculty and group dining rooms, (4) a men's dormitory to house 100 students, (5) a women's dormitory with an apartment suite for home economics demonstration and household management, (6) a general classroom building to house the departments of Fine Arts, Industrial Arts, Home Economics, Science, and Mathematics, and expansion of the heating plant, as well as necessary renovation of the Administration Building. In addition to the facilities provided through State funds, a student activities building is under construction.

## PROFESSIONAL AND ACADEMIC STATUS

The New Jersey State Teachers College at Montclair is a fully accredited member of the Middle States Association of Colleges and Secondary Schools, the American Association of Teachers Colleges, the American Association of University Women and the Association of American Universities. Credits are exchangeable among colleges and universities which are members of the above associations.

## LOCATION

The college is located in Upper Montclair about three miles from Montclair Center. The college campus may be reached by the Lackawanna Railroad to Montclair, and then by bus to the southeast entrance; by the Erie Railroad to the Montclair Heights Station, which is near the south entrance; and also by direct bus lines from New York, Newark, the Oranges, and Paterson.

# VARSITY BASKETBALL SCHEDULE

## 1955 - 56

| | | | |
|---|---|---|---|
| Nov. 29 | NEWARK STATE TEACHERS COLLEGE | Away | 8:00 P.M. |
| Dec. 1 | WILSON S.T.C. | Home | 8:30 P.M. |
| Dec. 5 | ALUMNI | Home | 8:30 P.M. |
| Dec. 7 | QUEENS COLLEGE | Away | 8:15 P.M. |
| Dec. 9 | JERSEY CITY S.T.C. | Away | 8:30 P.M. |
| Dec. 13 | PATERSON S.T.C. | Home | 8:30 P.M. |
| *Jan. 6 | BLOOMFIELD COLLEGE | Away | 8:30 P.M. |
| Jan. 10 | EAST STROUDSBURG S.T.C. | Away | 8:30 P.M. |
| Jan. 13 | UPSALA COLLEGE | Away | 8:00 P.M. |
| Jan. 14 | TRENTON S.T.C. | Away | 8:30 P.M. |
| *Jan. 17 | PANZER COLLEGE | Away | 8:30 P.M. |
| Jan. 20 | JERSEY CITY S.T.C. | Home | 8:30 P.M. |
| *Feb. 1 | PANZER COLLEGE | Home | 8:30 P.M. |
| Feb. 3 | NEWARK S.T.C. | Home | 8:30 P.M. |
| *Feb. 8 | RIDER COLLEGE | Away | 8:30 P.M. |
| Feb. 10 | QUEENS COLLEGE | Home | 8:30 P.M. |
| *Feb. 14 | BLOOMFIELD COLLEGE | Home | 8:30 P.M. |
| Feb. 17 | PATERSON S.T.C. | Away | 8:30 P.M. |
| Feb. 21 | RUTGERS UNIVERSITY | Away | 8:00 P.M. |
| Feb. 25 | TRENTON S.T.C. | Home | 8:30 P.M. |
| *Feb. 28 | RIDER COLLEGE | Home | 8:30 P.M. |
| Mar. 3 | NEWARK COLLEGE OF ENGINEERING | Away | 8:30 P.M. |

* N.J.I.A.C. CONFERENCE GAMES

# VARSITY ROSTER

| NO. | NAME | POS. | HT. | WT. | CLASS | AGE | HIGH SCHOOL |
|---|---|---|---|---|---|---|---|
| 26 | BILL ROSE | G | 6'1" | 195 | Senior | 21 | Montclair |
| 33 | SKIP ROSE | C | 6'5" | 200 | Senior | 21 | Hillside |
| 25 | FRANK COSTA | G | 5'11" | 180 | Senior | 21 | Lodi |
| 27 | CLEM TENNARO | F | 6'2" | 190 | Junior | 21 | East Orange |
| 22 | OZZIE DELVENTO | G | 6' | 150 | Junior | 20 | Orange |
| 28 | JIM DWYER | F | 5'11" | 170 | Soph. | 22 | St. Patricks |
| 32 | DENNIS MAMCHUR | C | 6'5" | 185 | Soph. | 19 | Harrison |
| 20 | GEO. ALICKNAVITCH | C | 6'2" | 175 | Soph. | 18 | Harrison |
| 24 | JOHN LEONARD | F | 6' | 175 | Soph. | 19 | Seton Hall Prep. |
| 31 | BOB HARRELL | F | 6'1" | 175 | Frosh. | 20 | Paterson E.S. |
| 21 | HERMAN KULL | G | 5'11" | 165 | Frosh. | 25 | Newark E.S. |
| 23 | KERRY DAVIS | F | 6'1" | 180 | Frosh. | 20 | Clifford Scott |
| 31 | FRANK CAPASSO | G | 6' | 185 | Frosh. | 24 | East Orange |

## COACHING SKETCHES

MR. HENRY SCHMIDT: Since 1949 when he first came to Montclair, Coach Schmidt has held the post of Director of Athletics and head of the Physical Education Department. This service was interrupted in 1951 when he was recalled into the Navy as a Lieutenant Commander.

While on active duty, he coached the Memphis Naval Air Station basketball and baseball teams. He returned to Montclair in the fall of 1954 after his release from active duty.

Mr. Schmidt is a graduate of Savage School of Education and M.S.T.C., where he earned varsity letters in both basketball and baseball. Coach Schmidt is a veteran of World War II, during which he served as a commissioned officer in the Navy.

MR. RAYMOND YAGIELLO: Coach Yagiello returns for his second year as Junior Varsity Coach. He is also the line coach for the Indian grid squad. A Little All-American in football from Catawba College in North Carolina, Mr. Yagiello played two years of professional football as a guard for the Los Angeles Rams.

Returning to his studies, Mr. Yagiello received his Master's degree in physical education at the University of North Carolina. He then taught physics and U.S. History at Ashville High School, North Carolina, and began his coaching career as line coach of the school's football team. Mr. Yagiello coached Kearny High's line prior to coming to M.S.T.C.

# VARSITY SKETCHES

BILL ROSE: Bill poses a serious scoring threat in any game, being the possessor of an extremely accurate set shot from the outside. He is invaluable as a rebounder aside from being a good team man and playmaker.

SKIP ROSE: Skippy is the big man of the squad at a hefty 6'5", and handles the bulk of the scoring for the quintet. He is equally accurate with either hand and uses a variety of shots to stymie opponents defenses. He was last year's high scorer with over 400 points for the season.

CLEM TENNARO: Clem combines a one hand "push" from the corner and rebounding strength to earn his starting position. He led the team in defensive rebounds last season and accounted for innumerable baskets on "tap ins".

FRANK COSTA: "Chut" is the more conservative type of ball player with a good shot from outside. He is a good back court man as well as a team man.

OZZIE DEL VENTO: Ozzie is a strong defensive man with quick reflexes and is always a threat to the opposing offense. He is an agressive hustler and an accurate shot, also.

# 1954 - 55 RECORD

11 WINS 11 LOSSES

| | | | |
|---|---|---|---|
| Montclair | 92 | Jersey City | 57 |
| Montclair | 95 | Paterson | 90 |
| Montclair | 115 | Trenton | 83 |
| Montclair | 85 | N.C.E. | 92 |
| Montclair | 98 | Jersey City | 73 |
| Montclair | 83 | N.C.E. | 79 |
| Montclair | 78 | Bloomfield | 71 |
| Montclair | 70 | Panzer | 92 |
| Montclair | 87 | Paterson | 100 |
| Montclair | 52 | Rider | 75 |
| Montclair | 76 | Newark | 71 |
| Montclair | 92 | Queens | 85 |
| Montclair | 84 | City College | 92 |
| Montclair | 91 | Rutgers | 76 |
| Montclair | 70 | Bloomfield | 60 |
| Montclair | 80 | East Stroudsburg | 100 |
| Montclair | 60 | Upsala | 88 |
| Montclair | 93 | Wilson | 88 |
| Montclair | 83 | Queens | 103 |
| Montclair | 73 | Trenton | 82 |
| Montclair | 65 | Rider | 77 |
| Montclair | 78 | Panzer | 80 |

# J.V. BASKETBALL SCHEDULE

## 1955 - 56

| | | | |
|---|---|---|---|
| Dec. 1 | DICKENSON | Home | 7:00 P.M. |
| Dec. 5 | NEWARK BOYS CLUB | Home | 7:00 P.M. |
| Dec. 7 | QUEENS COLLEGE | Away | 6:45 P.M. |
| Dec. 9 | JERSEY CITY | Away | 7:00 P.M. |
| Dec. 13 | PATERSON | Home | 7:15 P.M. |
| Jan. 6 | BLOOMFIELD | Away | 7:00 P.M. |
| Jan. 10 | EAST STROUDSBURG | Away | 7:00 P.M. |
| Jan. 13 | UPSALA | Away | 6:00 P.M. |
| Jan. 14 | TRENTON | Away | 7:15 P.M. |
| Jan. 17 | PANZER | Away | 7:00 P.M. |
| Jan. 20 | JERSEY CITY | Home | 7:00 P.M. |
| Jan. 27 | SETON HALL PATERSON | Away | 7:00 P.M. |
| Feb. 1 | PANZER | Home | 7:00 P.M. |
| Feb. 3 | NEWARK STATE TEACHERS COLLEGE | Home | 7:00 P.M. |
| Feb. 8 | RIDER | Away | 7:15 P.M. |
| Feb. 10 | QUEENS | Home | 6:45 P.M. |
| Feb. 11 | SETON HALL FROSH | Away | 7:00 P.M. |
| Feb. 14 | BLOOMFIELD | Home | 7:00 P.M. |
| Feb. 17 | PATERSON | Away | 7:00 P.M. |
| Feb. 20 | DICKENSON | Away | 8:45 P.M. |
| Feb. 23 | SETON HALL PATERSON | Home | 4:00 P.M. |
| Feb. 25 | TRENTON | Home | 7:15 P.M. |
| Feb. 28 | RIDER | Home | 7:15 P.M. |
| Mar. 3 | NEWARK COLLEGE OF ENGINEERING | Away | 7:15 P.M. |

# J.V. ROSTER

| | | | | | | |
|---|---|---|---|---|---|---|
| 11 | ART SCHEMPP | F | 5'9" | 160 | 18 | Hasbrouck Heights |
| 3 | HARVEY GIBBS | C | 5'11" | 160 | 19 | Montclair |
| 4 | JOHN SHYMONSKI | G | 6'1" | 165 | 18 | Kearny |
| 5 | ERN. DELQUERCIO | F | 6' | 150 | 18 | Columbia |
| 7 | CHARLES PORT | C | 6'8" | 205 | 20 | Clifford Scott |
| 6 | DON OTIS | F | 5'11" | 165 | 21 | Teaneck |
| 12 | JIM LA SALLE | F | 5'9" | 145 | 18 | East Orange |
| 10 | TONY LADIERI | G | 5'9" | 139 | 18 | West Side |
| 9 | JERRY BALDACHINO | F | 5'11" | 155 | 19 | Dumont |
| 13 | TOM TAYLOR | G | 6' | 180 | 19 | Paterson East Side |
| 8 | BOB ROSA | G | 6'1" | 170 | 20 | St. Josephs |
| 99 | ROGER TRINDELL | C | 6'3" | 180 | 22 | Madison |

New Jersey State Teachers College at Montclair

Department of Science

Report to the President

Academic Year

1955-1956

I. Building Program

A. The Building

The construction of the Classroom Building lagged throughout the year. The Building was promised by February 1956. It had not been completed by June. As construction proceeded it became apparent that the stock room-microprojection room had been rendered useless for its proposed use by installing in it the air conditioning unit for the building.

B. Equipment for Science Floor of the Classroom Building.

The contract for the purchase of a part of the furniture needed was let to the Hamilton Company. Finally a copy of the purchase order was obtained by the science department. The dimensions of the rooms were checked against the equipment. Close inspection of the details indicated some equipment for the darkroom not requested by the science department had been ordered. This was finally canceled and the savings applied on a table which had been deleted.

Plans were made to move the old equipment and furniture as soon as the building could be occupied.

Plans for building shelves deleted from the purchase list were prepared.

II. Science Courses in the Undergraduate College 1955-1956

In this section of the annual report will be found the enrollment of the college for the Fall Semester and the Spring Semester for the year 1955-1956.

Two courses: Science 100A-Physical Science, and Science 100B- Biological Science, are general courses for non-science majors. Integration 478- Science in the Elementary School was offered each semester and in the Summer to

New Jersey State Teachers College at Montclair

Department of Science

Report to the President

Academic Year

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The contract for the purchase of a part of the furniture needed was let to the Hamilton Company. Finally a copy of the purchase order was obtained by the science department. The itineraries of the rooms were checked against the equipment. Close inspection of the metals indicated some equipment for the laboratories had not been designated but had been ordered. This was finally corrected and the varying supplies on a table which had been lost located.

Plans were made to move the old equipment and furniture as soon as the building could be occupied.

Plans for building shelves totally free the purchase list were prepared.

II. Science Courses in the Undergraduate College 1955-1956

In this section of the annual report will be found the enrollment of the college for the Fall semester and the Spring Semester for the year 1955-1956.

Two courses: Science 100A-Physical Science, and Science 100B- Biological Sciences, are general courses for non-science majors. Introduction 115- Science in the Elementary School was offered each semester and in the Summer in

meet certification requirements in the elementary school.

Home Economic majors were placed in a General Chemistry Course separate from Science majors and minors. Two new courses - Human Biology and Bacteriology were prepared for the second year students of this department.

Enrollment will be found in the following pages for each science course.

Science Department Table I

Enrollment by Class Fall 1955

| | |
|---|---|
| Freshman | 40 |
| Sophomores | 21 |
| Juniors | 19 |
| Seniors | 17 |
| Total majors | 97 |
| Graduated June 1955 | 14 |

Science Department Table II

Enrollment by Courses

Survey of Physical Science 1955-1956

Fall Semester 1955

| Number | Title | Credit | Enrollment |
|---|---|---|---|
| 100A-1 | Survey of Physical Science | 4 | 33 |
| 100A-2 | Survey of Physical Science | 4 | 37 |
| 100A-3 | Survey of Physical Science | 4 | 28 |

Spring Semester 1956

| | | | |
|---|---|---|---|
| 100A-1 | Survey of Physical Science | 4 | 25 |
| 100A-2 | Survey of Physical Science | 4 | 26 |
| 100A-3 | Survey of Physical Science | 4 | 26 |

## Survey of Biological Science 1955-1956

### Fall Semester 1955

| Number | Title | Credit | Enrollment |
|---|---|---|---|
| 100B-1 | Survey of Biological Science | 4 | 24 |
| 100B-2 | Survey of Biological Science | 4 | 25 |
| 100B-3 | Survey of Biological Science | 4 | 22 |

### Spring Semester 1956

| | | | |
|---|---|---|---|
| 100B-1 | Survey of Biological Science | 4 | 27 |
| 100B-2 | Survey of Biological Science | 4 | 21 |
| 100B-3 | Survey of Biological Science | 4 | 22 |
| 100B-4 | Survey of Biological Science | 4 | 17 |

## Integration 478 - Science in Elementary Schools

### Summer 1955

| | | | |
|---|---|---|---|
| Int. 478 | Science in Elementary Schools | 2 | 19 |

### Fall 1955

| | | | |
|---|---|---|---|
| Int. 478-1 | Science in Elementary Schools | 2 | 19 |
| Int. 478-2 | Science in Elementary Schools | 2 | 18 |

### Spring 1956

| | | | |
|---|---|---|---|
| Int. 478-1 | Science in Elementary Schools | 2 | 17 |
| Int. 478-2 | Science in Elementary Schools | 2 | 33 |
| Int. 478-3 | Science in Elementary Schools | 2 | 17 |

## Biology, Chemistry, Physics

### Fall 1955

| | | | |
|---|---|---|---|
| Bio 101-1 | Botany | 4 | 25 |
| Bio 101-2 | Botany | 4 | 27 |
| Bio 201-1 | Zoology | 4 | 16 |
| Bio 201-2 | Zoology | 4 | 14 |
| Bio 402 | Mammalian Anatomy and Histology | 4 | 10 |
| Chem 101-1 | General Chemistry | 4 | 15 |
| Chem 101-2 | General Chemistry | 4 | 17 |
| Chem 202 | Analytical Chemistry | 4 | 12 |
| Chem 405 | Organic Chemistry | 4 | 22 |
| Phys 101-1 | General Physics | 4 | 16 |
| Phys 101-2 | General Physics | 4 | 17 |
| Phys 402-1 | Advanced Electricity | 4 | 9 |
| Phys 402-2 | Advanced Electricity | 4 | 14 |
| Sci 401 | Teaching of Science | 3 | 18 |
| Chem 103 | Chemistry for Home Economics | 4 | 21 |
| Bio 209 | Human Biology | 3 | 22 |

## Survey of Biological Science 1955-1956

### Fall Semester 1955

| Number | Title | Credit | Enrollment |
|---|---|---|---|
| 100B-1 | Survey of Biological Science | 4 | 24 |
| 100B-2 | Survey of Biological Science | 4 | 25 |
| 100B-3 | Survey of Biological Science | 4 | 22 |

### Spring Semester 1956

| | | | |
|---|---|---|---|
| 100B-1 | Survey of Biological Science | 4 | 27 |
| 100B-2 | Survey of Biological Science | 4 | 21 |
| 100B-3 | Survey of Biological Science | 4 | 22 |
| 100B-4 | Survey of Biological Science | 4 | 17 |

## Integration 478 - Science in Elementary Schools

### Summer 1955

| | | | |
|---|---|---|---|
| Int. 478 | Science in Elementary Schools | 2 | 19 |

### Fall 1955

| | | | |
|---|---|---|---|
| Int. 478-1 | Science in Elementary Schools | 2 | 19 |
| Int. 478-2 | Science in Elementary Schools | 2 | 18 |

### Spring 1956

| | | | |
|---|---|---|---|
| Int. 478-1 | Science in Elementary Schools | 2 | 17 |
| Int. 478-2 | Science in Elementary Schools | 2 | 33 |
| Int. 478-3 | Science in Elementary Schools | 2 | 17 |

## Biology, Chemistry, Physics

### Fall 1955

| | | | |
|---|---|---|---|
| Bio 101-1 | Botany | 4 | 25 |
| Bio 101-2 | Botany | 4 | 27 |
| Bio 201-1 | Zoology | 4 | 16 |
| Bio 201-2 | Zoology | 4 | 14 |
| Bio 402 | Mammalian Anatomy and Histology | 4 | 10 |
| Chem 101-1 | General Chemistry | 4 | 15 |
| Chem 101-2 | General Chemistry | 4 | 17 |
| Chem 202 | Analytical Chemistry | 4 | 12 |
| Chem 405 | Organic Chemistry | 4 | 22 |
| Phys 101-1 | General Physics | 4 | 16 |
| Phys 101-2 | General Physics | 4 | 17 |
| Phys 402-1 | Advanced Electricity | 4 | 9 |
| Phys 402-2 | Advanced Electricity | 4 | 14 |
| Sci 401 | Teaching of Science | 3 | 18 |
| Chem 103 | Chemistry for Home Economics | 4 | 31 |
| Bio 209 | Human Biology | 3 | 22 |

Spring 1956

| | | | |
|---|---|---|---|
| Bio 102-1 | Botany | 4 | 19 |
| Bio 102-2 | Botany | 4 | 24 |
| Bio 202-1 | Zoology | 4 | 14 |
| Bio 202-2 | Zoology | 4 | 18 |
| Bio 409 | Physiology | 4 | 8 |
| Chem 102-1 | General Chemistry | 4 | 18 |
| Chem 102-2 | General Chemistry | 4 | 15 |
| Chem 203 | Analytical Chemistry | 4 | 12 |
| Chem 406 | Organic Chemistry | 4 | 22 |
| Phys 102-1 | General Physics | 4 | 19 |
| Phys 102-2 | General Physics | 4 | 12 |
| Sci 404 | Problems for Science Teachers | 2 | 16 |
| Bio 210 | Elementary Bacteriology | 4 | 13 |

Summer 1956

| | | | |
|---|---|---|---|
| Bio 203 | Field Biology | 2 | 39 |

Spring 1956

| | | | |
|---|---|---|---|
| Bio 102-1 | Botany | 4 | 19 |
| Bio 102-2 | Botany | 4 | 24 |
| Bio 202-1 | Zoology | 4 | 14 |
| Bio 202-2 | Zoology | 4 | 18 |
| Bio 409 | Physiology | 4 | 8 |
| Chem 102-1 | General Chemistry | 4 | 18 |
| Chem 102-2 | General Chemistry | 4 | 15 |
| Chem 203 | Analytical Chemistry | 4 | 12 |
| Chem 406 | Organic Chemistry | 4 | 22 |
| Phys 102-1 | General Physics | 4 | 19 |
| Phys 102-2 | General Physics | 4 | 12 |
| Sci 404 | Problems for Science Teachers | 2 | 16 |
| Bio 210 | Elementary Bacteriology | 4 | 13 |

Summer 1956

| | | | |
|---|---|---|---|
| Bio 203 | Field Biology | 2 | 39 |

III. Review of Pre-Matriculation Students [illegible]

Spring Semester 1955

| Undergraduates | High School |
|---|---|
| Coburn, John [illegible] | Wayne Township |
| DeCicco, Rose Ann | Bloomfield |
| Elliot, Graham | Middletown |
| Matthews, John | Wayne Township |
| Mayne, Charles D. | Kearny High |
| Nelson, Samuel L. | Irvington |
| Reseley, Raphael | Lodi |
| Riechert, Kathleen | Metuchen |
| Tartaro, Adele V. | Eastside, Paterson |
| Tornaque, Rosemarie | Caldwell |
| Scullion, John L. | Hawthorne |
| Stellis, Arylene | Glen Ridge |
| Stoch, Irene J. | Wallington |
| Winchell, Edith | Maplewood Junior High |

Graduate Students

| | |
|---|---|
| Fanelli, Gerard | Union City |
| Freond, Lanton | Roosevelt Junior, West Orange |
| Glasser, Constance | West Orange |
| Hacker, Donald | Maplewood Junior High |

IV. Graduate Courses Offered July 1, 1955 to June 15, 1956

Summer Session 1955

| | | | |
|---|---|---|---|
| Chem | 540A | Industrial Chemistry | 13 |
| Chem | 590I | Teaching of Chemistry | 14 |
| Bio | 540B | Biological Techniques | 12 |

Fall Semester 1955

| | | | |
|---|---|---|---|
| Chem | 502 | Advanced Organic Chemistry | 16 |
| Phys | 513 | Nuclear Radiations | 15 |

Spring Semester 1956

| | | | |
|---|---|---|---|
| Bio | 407 | Comparative Anatomy | 14 |
| Phys | 406 | Astronomy Part I | 25 |

Graduate Enrollment Statistics 1955-1956

| | |
|---|---|
| Graduate students matriculated July 1, 1955 | 48 |
| Matriculated between July 1, 1955 and June 15, 1956 | 16 |
| Graduated June 1956 | 2 |
| Graduated August 1955 | 2 |

V. Special Areas of Science Experience.

Utilization of College and School Classes in Teacher Training

| | | |
|---|---|---|
| Freshman: | Observations seventh and eighth grade classes | 1[illegible] hrs. |
| Sophomore: | Observations in Biology | 6[illegible] hrs. |
| Junior: | Observations in Chemistry and Physics | [illegible] hrs. |
| Senior and Graduate | observations in eighth grade | 1[illegible] hrs. |
| | Total observations: | 3[illegible] hrs. |

VI. Curriculum Construction

Science curriculum construction was finally resolved after decisions to grant 48 hours to general education and 12 hours to Basic Professional Education. After these allotments and the one for Specialized Professional Education and Student Teaching had been made; and a further allowance for unfettered electives set up there remained for a subject matter major-minor but 42 semester hours. This was further reduced by State Board of Education action to 39 semester hours.

A tentative program for training science teachers was set up in this framework. The science curriculum has elements of weakness due to the lack of control on the choosing of electives. If students choose their electives wisely and further restrictions are not imposed a good preparation in science can be obtained. But it is obviously impossible to encompass all science a science major needs, so a fifth year is more necessary.

VII. Science Faculty Changes

Mr. Hugh Allen requested and was granted a year leave of absence for graduate work on the Science Man Power Problem. His place was taken by Mr. Joseph [illegible].

A new Biology position was created to take care of the increased enrollment in Biological Sciences. This was filled by Mr. Harold Dundee.

Mr. George Hiner and Mrs. Ethel [illegible] were recommended for advancement in rank from Assistant to Associate Professors. Mr. Irving [illegible] completed his work for a Doctor of Education degree.

VIII. Recommendations.

1. It is apparent that more equipment will be needed to complete the science facilities. This will involve furniture, microscopes, etc. Considerable equipment will be needed for Bacteriology.

## V. [illegible]

[illegible]

## VI. [illegible]

[illegible]

## VII. [illegible]

[illegible]

## VIII. [illegible]

[illegible]

2. Additional courses will have to be planned for the additional elective time for science in general education.

3. Every available piece of furniture that can be used from the present facilities will have to be applied to make possible the servicing of all students.

4. The budget should be increased to gradually bring the equipment up to the requirements to administer the needs of an increased enrollment and to move all laboratories into the new building.

5. Additional courses will have to be provided to serve the needs of Fine and Industrial Arts students.

Respectfully submitted,

Rufus D. Reed, Chairman
Science Department

NEW JERSEY STATE TEACHERS AT MONTCLAIR

DEPARTMENT OF SOCIAL STUDIES

Report to the President
Academic Year
1955 - 1956

The enrollment in the Social Studies Department for the year closing in 1956 was as follows:

Table No. 1 - Majors

| | |
|---|---|
| Freshmen | 83 |
| Sophomores | 73 |
| Juniors | 55 |
| Seniors | 59 |
| Total | 270 |

Table No. 2 - Minors
Spring - 1956

| History | | Political Science and Economics | |
|---|---|---|---|
| Sophomores | 23 | Sophomores | 13 |
| Juniors | 21 | Juniors | 9 |
| Seniors | 17 | Seniors | 14 |
| Total | 61 | Total | 36 |

Table No. 3 - Graduate Program

| | |
|---|---|
| Number of Students Matriculated | 81 |
| Number of Students Enrolled, Fall, 1955 | 145 |
| Number of Students Enrolled, Spring, 1956 | 163 |

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DEPARTMENT OF SOCIAL STUDIES

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Table No. 2 - Minors
Spring - 1956

History

| | |
|---|---|
| Sophomores | 23 |
| Juniors | 21 |
| Seniors | 19 |
| Total | 63 |

Political Science and Economics

| | |
|---|---|
| Sophomores | 13 |
| Juniors | 9 |
| Seniors | 14 |
| Total | 36 |

Table No. 3 - Graduate Program

| | |
|---|---|
| Number of Students Matriculated | 41 |
| Number of Students Enrolled, Fall, 1955 | 145 |
| Number of Students Enrolled, Spring, 1956 | 109 |

Department Activities.

A major activity of the Social Studies Department was assisting in formulating the pattern for a new college curriculum. The entire staff served on various committees and assisted in different capacities.

The instructors in the Demonstration High School met with Dr. Atkinson and evaluated the Social Studies Program. In this way the content offerings at each grade level were clarified.

A Proposed Program.

A proposed new program of Social Studies courses was compiled by Dr. Gage. This tentative program was based on the General Education requirements in the new curriculum. Consideration was given to the program already in operation with some suggested changes and additions. It was hoped to provide the majors in the Social Studies with adequate coverage in their specialized field. Emphasis was placed upon the future offering of three credit courses. Stress was placed upon the need for more courses.

A Department Change.

Dr. Elwyn C. Gage retired in June, 1956, and Dr. Maurice P. Moffatt was appointed chairman of the department.

Some Particular Needs.

In looking ahead to larger freshman classes, there was apparent a growing need for additonal staff to cover the required and new elective courses. With a larger senior group to supervise in their practice teaching, additional supervisors were needed.

Additional space and other equipment was recommended to meet the demands of our expanding department.

In summation, it was hoped under our building program that some of the physical needs could be met.

Respectfully submitted,

Maurice P. Moffatt
for Elwyn C. Gage

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